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THE UNIVERSITY OF ALBERTA

A COMPARATIVE ANALYSIS OF THE OPERATION OF COMMUNITY SCHOOLS IN INNER CITY, RURAL, AND SUBURBAN SETTINGS IN ALBERTA

BY

©

JAMES DWUMAH QUARSHIE

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF DOCTOR OF PHILOSOPHY

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled A COMPARATIVE ANALYSIS OF THE OPERATION OF COMMUNITY SCHOOLS IN INNER CITY, RURAL, AND SUBURBAN SETTINGS IN ALBERTA submitted by JAMES DWUMAH QUARSHIE in partial fulfilment of the requirements for the degree of DOCTOR OF PHILOSOPHY.

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Dedication

I dedicate this thesis to my mother, Madam Hannah Quarshie (Kra), alias Madam Adwoa Awotwe Mensiwa, and my late father, Mr. James Swanzy Quarshie.

ABSTRACT

The problem of the study was to examine the practices and characteristics of community schools in different settings of Alberta, to determine how the schools' operations were being affected by provincial government budgetary cutbacks, and to infer from these any similarities and differences among the schools. The study involved three community schools located in inner city, rural, and suburban settings, respectively.

A conceptual framework consisting of the ten characteristics of the ideal community school established by the Government of Alberta, Hall's environmental conditions, and Parson's hierarchical levels of organizations guided the systematic gathering and analysis of the data. The data — obtained through interviews, study of documents, on-site observations, and a questionnaire survey — were examined by means of content analysis and descriptive statistics.

The schools' advisory committees, in concert with other committees, facilitated implementation of the established community school characteristics. The nature and functions of the advisory committees varied among the three schools. Only the School Board of the rural school was represented on the advisory committee, while only the School Board of the inner city school had a formal policy on community schools.

Public relations, facilitation of community involvement and shared decision making, and community leadership were perceived as major functions of the community school principal. The most important factors that facilitated implementation of the established community school characteristics in all the three schools were commitment of people to the concept of community school, availability of community education staff and leadership, and funding.

Environmental conditions necessitated the development of some different processes, programs, and activities in each of the three schools. Hence, of the ten established community school characteristics, only four, namely, "community related curriculum," "involvement of parents and other community members," "interagency cooperation," and "community use" received similar strong emphasis in all the three schools. Most respondents in each of the three schools found all the characteristics useful.

The budgetary cutback resulted in reduction of community education staff and of other school activities in two of the schools. The third school, however, received additional financial assistance from its School Board. All respondents expressed the hope that their schools might continue as community schools.

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Chapter 1

INTRODUCTION

Background to the Study

This study examined the operation of community schools in Alberta. It attempted to reveal the pattern of operation that was evolving in selected community schools in different locations of the province, and to explore the impact that the recent financial cutback imposed by government was having on them.

In many parts of the world, including the United Kingdom, Yugoslavia, Australia, Papua New Guinea, Thailand, Burundi, and Tanzania, there are schools in operation which are labelled "community schools" (Wallis and Mee, 1983; Scottish Education Department, 1983; Unesco, 1983; Ishumi, 1981; Bernard, 1979; Cayago, 1979; Bezdanov, 1973; Houghton and Tregear, 1969). Recent data collected by the writer on English speaking African countries also indicate that such schools exist in Nigeria, Botswana, and Lesotho. Some African countries like Ghana are also in the process of establishing community schools. In North America, community schools exist in both the United States of America (U.S.A.), and Canada.

For historical, political, economic, and other reasons, the characteristics taken on by community schools and their mode of operation would vary from country to country. Even within the same country, community schools may vary between different provinces, states, or regions, especially in countries with decentralized systems of education, such as Canada or the United States.

In Canada, the Province of Alberta is one of the provinces which pioneered the establishment of community schools; and as of January, 1986, the province had 66 well established community schools. To be designated as a community school in Alberta, and thus enjoy all the facilities and privileges extended to such institutions, a school was expected to demonstrate the willingness and preparedness to exhibit all of ten specific dimensions or characteristics established by the government of Alberta, through the Interdepartmental Community School Committee (IDCSC). The ten dimensions or characteristics outlined for the community schools are as follows (ACCESS, Alberta Educational Communications Corporation, c. 1979):

1. Community related curriculum.
2. Involvement of Parents and Community members.
3. Collegiality.
4. Everyone a Teacher.
5. Everyone a Learner.
6. Interagency Cooperation.
7. Facility Adaptation.
8. Community Use of School Facility.
9. Community Issues.
10. Sense of Community.

The government, however, also recognized "that there are a number of variable attributes of the community school concept because local community conditions are variable throughout the province" (Interdepartmental Community School Committee--IDCSC, 1983:2). Hence, community schools could be expected to differ in their attributes and operations from one another, depending on where they were located.

Once a school became a community school, its administrative structure, and its teaching and learning processes had to be adapted to reflect the dimensions established by the government for such institutions. How were community schools at different locations with variable conditions or attributes attempting to satisfy this requirement? How useful were the community schools finding the dimensions in terms of guiding them in their operations to meet their students' and local community needs?

As community schools, each of the institutions received additional special grants from the provincial government to run its various community education programs and activities. In 1983, as a result of the government's financial restraint policy, funding for new community schools was frozen. The implication of this was that no more new community schools could be established. The government relaxed the freeze in 1985 by granting community school status to seven schools in February of that year. However, in early 1987 the government announced a three percent budgetary cut for education generally, and a 50 percent cut in the special grants given to community schools which took effect from the beginning of the 1987-88 academic year (that is, September 1987). How were community schools in different locations adjusting their operations to accommodate such financial restraint? Was funding the only environmental condition that had influenced, and would continue to influence the operation of community schools?

Statement of the Problem

It was the problem of the study to examine the practices and characteristics of selected community schools in different locations of Alberta, to determine how these were being affected by the budgetary cutbacks imposed by the government and by other environmental factors, and to infer from these any similarities and differences among the schools. This broad statement of the problem was broken into the following specific sub-problems:

1. To determine how community schools in different locations had organized their processes, programs, and activities to meet the dimensions or characteristics established for such schools by the government.
2. To ascertain how useful those associated with the community schools in the different locations had found the established characteristics in terms of guiding their schools to meet the needs of their students and communities.

3. To find out how the operation of the community schools in the different locations was being affected by the financial restraints imposed by the government.
4. To determine how environmental conditions had influenced the operation of the community schools.
5. To infer any similarities and differences existing among the community schools in the different locations.

Research Questions

From the above statement of the problem emerge the following research questions which served as focus of the study:

1. What administrative structures and roles have been developed by the community schools to facilitate the implementation of the dimensions or characteristics established for such schools?
2. What educational, cultural, and social programs and activities have been carried out by the community schools for their students and community members to meet the characteristics established for such schools?
3. What factors have facilitated operation of the community schools?
4. What problems have the schools encountered operating as community schools?
5. How useful have individuals associated with the community schools found the established characteristics in terms of guiding the schools in their operations to meet the needs of their students and communities?
6. How are the community schools adjusting their operations to the government's budgetary cutbacks?
7. How have environmental conditions influenced the operation of the community schools?

8. What inferences can be drawn, in terms of similarities and differences among the community schools in the different locations, from the observed practices and characteristics.

Significance of the Study

A study of this kind could be of importance to scholars and practitioners in the field of community education in several ways. In the first place, community education as a concept of theoretical enquiry is in its infancy. Hence, currently we do not have well developed theories relating to community schools. Weaver (1972:154) writing on "A Case for Theory Development in Community Education" said that "An examination of the literature reveals very few attempts to systematic theory development." Unfortunately, an examination of the current literature by the researcher seems to confirm the existence of the problem to this day. Minzey and LeTarte's (1979) model on community school stands out as a major attempt to develop a theory on community schools. The development of such theories on community schools is possible only through research into various aspects of community schools, leading to the development of concepts and generalizations upon which sound theories could be developed. In this direction, the current study can contribute in some small way.

Prout (1977a:7) writing on the need for Canadians to be cautious of importing the community school concept wholesale from the U.S., argued "... we [Canadians] should carefully examine the American model within its own context and then decide upon the traits [of community schools] we consider transferable to particular regions of Canada." The implication of this caution is that Canada needs, as much as possible, to try to develop a community school model that suits Canadian conditions. To this end, Canadians constantly need to examine the practices and characteristics of the established community schools with the view to determining what model or pattern of community schools is evolving. It is anticipated that this study will contribute to this kind of examination.

Thirdly, findings of the study could be of use to officials of the Alberta Department of Education, and other policy-makers on community schools in Alberta. For example, knowledge of the usefulness of the community school dimensions to the community schools, and the impact of the recent budgetary cutbacks on the community schools, to be gained from the study would serve as important feedback to the Department of Education and other policy-makers on community schools.

Fourthly, the findings of the study could be useful to existing community schools, regular schools contemplating on turning into community schools, and the public at large. The existing community schools could learn from the experiences of other community schools from the findings of the study. Similarly, schools contemplating on becoming community schools can use the findings as guidelines for the development of their own plans, programs, and activities.

Finally, the study could have international importance and implications in that though practices in Alberta community schools cannot necessarily be duplicated elsewhere, the findings could provide general guidelines and hence information for policy-makers in other countries in the process of embarking on establishment of community schools, such as Ghana in West Africa.

Definitions of Terms

Community

For the purposes of this study, the concept of community was rather narrowly defined to mean:

> ...a social unit ...people who live in a more or less contiguous area and are engaged in such social processes and relationships as may normally

> arise in the pursuit of the chief concerns of life (Olsen, 1963:362, cited by Minzey and LeTarte, 1979:21).

Community so defined implied "the family's place of residence, usually a rural community, a town, the local neighborhood of a city or a metropolitan suburb" (Card, 1968:9).

Community Education

Minzey and Olsen in Hickey, Van Voorhees, and Associates (1969:31) wrote:

> Community education has been interpreted to mean different things to different individuals over the years. The varying perceptions have thus resulted in numerous definitions, differing in both activities and scope, depending on the context of the individuals defining it.

For the purposes of this study, however, the definition offered by Minzey and LeTarte (1979:26-27) was used. They wrote, community education

> ...is a philosophical concept which serves the entire community by providing for all of the educational needs of all its community members. It uses the local school to serve as catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self actualization.

Community School

Hodgson (1980:353) pointed out that the term community school "is a catch-phrase. It has many different meanings, and each person is comfortable with his meaning until he is forced to compare it with another meaning."

For the purposes of this study the definition of community school as offered by the Interdepartemental Community School Committee (IDCSC) was used. The IDCSC defined community school as:

> ...a school where, with the endorsation [sic] of the School Board in co-operation with the local authorities and on behalf of the community, there is a formal commitment to the use of the educational process for both individual and community betterment. There is also a formal commitment to consciously orient the school to the community it serves (IDCSC, 1983:1).

From this definition and the previous definition of "community education," it could be seen then that a "community school" is the major vehicle by which we achieve "community education."

Ideal Community School

For the purposes of this study, an ideal community school in Alberta was viewed as a school which exhibited all the ten established community school characteristics, had a full complement of leadership and support personnel as defined by the IDCSC, and had a community school advisory body whose composition and functions were in line with those outlined by IDCSC and other authorities, including Michael (1979) and Seay and Associates (1974).

Location

In this study, location was viewed as the place where a community school was situated. In the study, community schools in three locations, namely, inner city of a metropolitan center, a suburb, and rural area were examined. These and the following other relevant concepts were defined: metropolitan center, city, and town.

Inner City. Inner city in this study referred to "areas that are adjacent to the central business district of a city or a metropolitan center." (Adapted from Vanderhoef, 1978).

Metropolitan Center. The definition offered by Census Canada was employed for the purposes of this study. Census Canada defined metropolitan center as "the main labor market center of a continuously built-up area having a population of 100,000 and over." (Census Canada, 1976:16).

City. Using Census Canada (1976) subdivision population cutoff points as a base, a city was defined as a settlement with a population of 10,000 or more.

Suburb. Suburbs are large and small settlements that surround, or which could be shown to depend upon a metropolitan center or a city. Such settlements might be cities, towns, villages, or farms (Adapted from Caplow, 1971:273).

Town. Using Census Canada (1976) minimum population for 'urban' as guideline, a town was defined as a settlement with a population of 1,000 or more.

Rural. In this study, a rural community was viewed as any settlement with a population of less than 1,000, and which could be shown not to depend upon a metropolitan center, or a city.

Process

For the purposes of this study, the definition of the process aspects of community education offered by Kowalski and Fallon (1986:22) was used. They stated, "The process aspects of community education refer to the structure, procedures, and intent of interaction among individuals, organizations, agencies, and institutions in the community."

Delimitations of the Study

The present study was confined to community schools. Thus, no attempt was made to compare practices and characteristics of the community schools with non-community schools nor to examine community colleges. The study was also confined to the Province of Alberta.

Finally, the study was only descriptive in nature, providing data on the practices and characteristics of the selected community schools as they existed at the time of the study, and how these were being influenced by governmental requirements and other environmental factors. No attempt was thus made to evaluate the schools.

Limitations of the Study

The study focused on a single school in each of three different locations. Hence, it represented a multiple case study of three schools. Since each of the three schools was selected on deliberately predetermined criteria, the schools may not be representative of the community schools in the different locations. As a result, the findings of the study cannot be generalized to community schools in other settings of Alberta or outside Alberta. Secondly, the findings of the study were limited by the availability of documents on the various issues examined, and the willingness of the respondents to tell the whole story of the community schools as they knew it.

Assumptions

For the purposes of this study, it was assumed that the selected sources of data, including interviews, study of documents, and on-site observation would supply the information needed on the various aspects of community schools under investigation.

It was also assumed that the selected respondents for each community school were the most knowledgeable persons on the operation of that community school; and that they provided all the information required of them as accurately as they could.

Organization of the Thesis

This chapter has presented the background of the study, the statement of the problem, the research questions and other introductory aspects of the thesis. The next chapter discusses the conceptual framework used for the purposes of gathering and analyzing the data. In chapter three is reviewed the related literature.

In chapter four is presented the design of the investigation in which the method of the study, data gathering techniques, institutions and respondents, issues of validity and reliability, data collection procedures, and treatment of the data are discussed. Chapter five serves as an introductory chapter to the case reports.

The case reports consist of chapters six, seven, and eight. Each case report chapter is divided into eight main sections. The first section presents background information on the respondents; the second section gives a general profile of the school, and a brief history of the community school; the third looks at the environmental conditions within which the school operated; the fourth discusses how the established community school characteristics were being implemented at the school; the fifth examines the usefulness of the characteristics to the school; the sixth looks at the school--its unique characteristics, factors that had facilitated its operation, its problems and complaints, and its future; the seventh discusses how the budgetary cutback had affected the school; while the last section presents the summary and conclusions of the case.

In chapter nine is presented a comparative review of the three case reports and discussions thereon. Finally, chapter ten consists of the overall summary, conclusions, implications, recommendations, and reflections on the study.

Chapter 2

CONCEPTUAL FRAMEWORK

A conceptual framework has been defined by Conant (Myroon, 1982:17) as "a set of concepts interrelated by hypothetical and theoretical propositions." The conceptual framework in this study was basically used as a map or device to guide a systematic collection and analysis of the research data. It provided the schema for the development of the interview schedules and the questionnaire for the study. The framework also provided the major subheadings under which the findings of the study are presented. It was derived from three main bases. The first basis comes from the dimensions of the ideal community school outlined by Alberta Department of Education. The second is Hall's (1977) concept of 'environmental conditions', and the third is Parsons' (1967) model of 'the hierarchical structure of organizations.'

The conceptual framework may be described as follows. The school could be expected to continue to operate in the same way as it was designed so long as it is perceived to maintain its fittingness with the societal needs. However, as Fagerlind and Saha (1985) pointed out, as society develops socially and economically, the existing school system may fail to adequately meet the needs of the emerging society or to maintain its "goodness of fit" with the society. Once it is found that the school system is not maintaining this fittingness with society, then alternatives may be proposed to ensure that education fits the new needs of society (Fagerlind and Saha, 1985).

Hence, it could be argued that as societies or communities develop, they will attempt to ensure a "goodness of fit" between the school system and the society or community by developing new alternative school systems as the old fail to meet the emerging needs. In Alberta, one of these alternatives which has been established because of perceived lack of fittingness of the regular school with the society is the community school.

From this point, the three bases of the conceptual framework come into play. The place of each of the bases within the conceptual framework is discussed in detail below.

Dimensions of the Ideal Community School

In Alberta, once a school has been found not to demonstrate a 'goodness of fit' with its community, and a decision has been made to turn it into a community school, with the hope of ensuring a 'goodness of fit' between education and society, there is a provincial government departmental requirement that the school in question demonstrate readiness to exhibit all or most of ten well established characteristics, criteria, or dimensions. These characteristics have to be exhibited by the school in order that it receives special grants to enable it to operate as a community school. Hence, for community schools, these characteristics, at least in theory, define their practices and characteristics.

In this study, the characteristics were examined against the operation of the community schools to find out (1) the extent to which they, in practice, influenced or served as determinants of the practices and characteristics of the schools, and (2) the degree to which they facilitated or undermined the schools' efforts to develop a 'goodness of fit' with their communities. The ten characteristics of the ideal community school, as outlined by IDCSC, are as follows (IDCSC, 1983, c. 1983; ACCESS,1979):

1. Community related curriculum. "The school curriculum is consciously oriented towards the community."

    - K-12 Basic Program is oriented towards the community life.
    - Provision of service to the community by the students while they learn.
    - Students use community facilities and resources in the learning process.
    - "Study of the local community becomes basis for study of life in other communities..."

2. Involvement of parents and other community members.

    - Effective community involvement in curriculum development.
    - Community members help teachers "through appropriate voluntary services."
    - Community members influence other decision areas of the school--democratization in school level decision making.
    - Students' involvement and influence on school level decision making are recognized and ensured.

3. Collegiality. "A collegial atmosphere is encouraged and parents and other community people are regarded as allies."

4. Everyone a Teacher. Everyone in the community, including adults and students are considered as potential teachers.

5. Everyone a Learner. "Although education of the young is the priority, all members of the community, including adults of all ages and preschoolers, are potential learners."

6. Interagency cooperation.

    - The school is regarded "as an integral part of a total community education system."
    - "The school cooperates with other community agencies and organizations to provide comprehensive educational, recreational, cultural, and social services to the people in the school attendance area."

7. Facility Adaptation. "School and community facilities are adapted for community education purposes."

8. Community use of school facility.

    - "The school facility is available for community educational, recreational, cultural, and social use on an extended time basis, daily and yearly."
    - Community activities involving the use of school facility "might be scheduled at any time during each operational day."

9. Community Issues.

    - "The school, by policy, encourages students to study problems and issues of significance to the community."
    - Such study is "often done in cooperation with other agencies."

10. Sense of Community.

    - The school "assumes it is important for people who live in its attendance area to know and care about one another."

- A vital goal of school personnel and students is thus "to foster a sense of community."

Environmental Conditions

As a framework for discussing the social context of the three schools under study, and other external factors which influenced the operation of the schools, Hall's (1977) concept of 'environmental conditions' was used.

Hall distinguished between general and specific environmental conditions. The general environmental conditions consist of the overall context within which the organization operates; and these are made up of ecological, demographic, economic, cultural, political, legal, technological, and other social factors. The specific environmental conditions, according to Hall, consist of the organizational set, defined as the set of organizations in direct interactions with the focal organization, here the community school. Each of these conditions, as presented by Hall (1977) and as it relates to this study, is briefly discussed below.

Ecological Conditions

Hall (1977) argued that ecological conditions consist of the number of organizations with which an organization has contacts and relationships, and the environment such as the climate and geography in which it is situated. He pointed out that "in an urban area, an organization is much more likely to have contacts with a myriad of other organizations than is one in a rural area" (p. 309). Since organizations interacting with the organization invariably make demands on the organization, such interactions inevitably influence the operation of the focal organization. Similarly, the climate and geography of the area where the organization is situated would also influence the operation of the organization in many ways.

In this study, the number of organizations, and climate and geography and their influence on the operation of the community schools in their various locations are discussed under this sub-concept.

Demographic Conditions

The number of people, their ages and sex distribution constitute the demographic conditions of a given community. In this study, demographic patterns and shifts and how they influenced the operation of the community schools are discussed.

Economic Conditions

Economic conditions refer to the economic basis of the community or communities served by the school. Thus such things as economic activities, employment, and income levels of the community in which the school was located are discussed under this sub-concept.

Cultural Conditions

Cultural conditions include the ethnic and linguistic composition of the community. Prout (1977a, 1977b) pointed out that in Canada, the multicultural policies of the federal government have tended to make cultural diversity an important distinguishing characteristic of community schools. In this study, the degree of the cultural mix of the communities and its influence on the operation of the community schools are discussed under this sub-concept.

Political Conditions

Political conditions refer to the political activity of the community and the resultant political pressures it brought on the various organizations, including the school and government to influence the operation of the school. As Hall (1977:307) pointed out, "some organizations are directly affected by the political process, because their hierarchy can be drastically changed by election results." The school happens to be one of such organizations. Under this sub-concept, the political forces, processes, and influences of both the provincial and local levels which impinged on the operation of the community schools are examined.

Legal Conditions

Legal conditions comprised the legal frameworks within which the community schools operated. These included the laws, rules, and regulations which facilitated or undermined the operation of the community schools. Both the provincial and local legal frameworks affecting the operation of the community schools are discussed under this sub-concept.

Technological Conditions

In this study, technology is viewed in more general terms "to include not only the hardware used in performing work but also the skills and knowledge of workers, and even the characteristics of the objects on which the job is performed" (Scott, 1981:208). Technology thus encompasses the whole process of how a job is done. Hall (1977:304) quoted Lawrence and Lorsch to point out that "organizations operating in an uncertain and dynamic environment exhibit structures and internal processes different from those operating in a rather certain and unchanging technological situation." He argued, therefore, that organizations do respond to this aspect of the environment.

In community schools, the effect of the technological environment would be felt not only in terms of changes in instructional hardware, but also in terms of programs relating to developing skills and knowledge among the students in an attempt to make them useful citizens of the community. In this study, the nature of the technological environment and how it affected the operation of the community schools in the different locations are examined under this sub-concept.

Other Social Conditions /Factors

Other social conditions include such social factors as literacy, health delivery system, police protection, and any unique social factors in the community which had impact on the community school; and these are discussed under this sub-concept.

Organizational Set (Direct Organizational Relationships)

The organizational set consists of the organizations in direct relations with the focal organization (Hall, 1977). With the community schools, these organizations would include the school board, municipal council, recreational board, cultural council, and the local further education council. The nature and outcomes of the interactions between the community schools and each of these members of the organizational set, where they prevailed, are described and analysed under this sub-concept.

The influences of the environmental conditions and the dimensions of the ideal community school helped shape the actual practices and characteristics of the community schools. These practices and characteristics would involve changes in both curriculum and organizational set-up of the school, aimed at making the school more effective in meeting the needs of its community.

To isolate and discuss the curriculum and organizational nature of the community schools, and thereby discover the practices and characteristics of the community schools, the model of "hierarchical structure of organizations" outlined by Parsons (1967) was utilized.

The Hierarchical Structure of Organizations

Parsons (1967) argued that all organizations have three hierarchical levels, namely, the institutional/political or community level; the managerial level; and the technical level. The nature of these three levels and how they related to the study are briefly described below.

The Institutional/Political Level

Parsons (1967) pointed out that the institutional level controls and "services" the managerial level. This level comprises the agencies of society which ensure that goals important to society are pursued by the organization. It is this level "which is the source of 'meaning', legitimation, or higher-level support which makes the implementation of the organization's goals possible" (Parsons, 1967:44). This is thus the level of goal determination and legitimation, and policy formulation.

In this study, the roles of provincial government bodies and local governing bodies which legitimized the operation of the community schools are discussed. Since the provincial government bodies were common to all the schools, they are not discussed with each school. Rather, they are discussed under the chapter on "Provincial Framework and other Common Factors relating to the Operation of Community Schools in Alberta."

The Managerial Level

According to Parsons, the managerial level is concerned with maintaining the organization within its environment. This function breaks down into mediation, procurement of resources, and internal management (Parsons, 1967).

In the community schools, the mediation aspect consisted of the administrative structures/bodies (process elements) and personnel for maintaining linkage between the school and its external environment. In procurement of resources, resources embrace all of financial, material, and human. However, for the purposes of this thesis, the emphasis is placed on procurement of financial resources. Hence, the focus of discussion in each school in this aspect is on sources of funds. Under internal management, such matters as school philosophy and relevant policies, days and hours of school operation, other administrative bodies, community involvement and procedures (process elements), the school plant, and community education support services are discussed.

The Technical Level

Parsons (1967) held that at the technical level, the actual function of the organization, be it the production of bolts, cars, books, or pens, is carried out. In the school, this function has to do with the actual process of teaching and learning (Parsons, 1967). Major concerns at this level are the programs/activities/services, resources for teaching, and teaching strategies/methods. Thus, it was within this level that the programs, activities, services, and methods of the community schools were examined. Even though some strategies/methods are singled out for discussion in each school, in most cases, the resources and the methods are discussed within each program, activity, or service.

The description of practices and characteristics of the community schools could then be used to serve as a feedback to both the community and relevant government bodies. The conceptual framework is outlined diagrammatically in Figure 1.

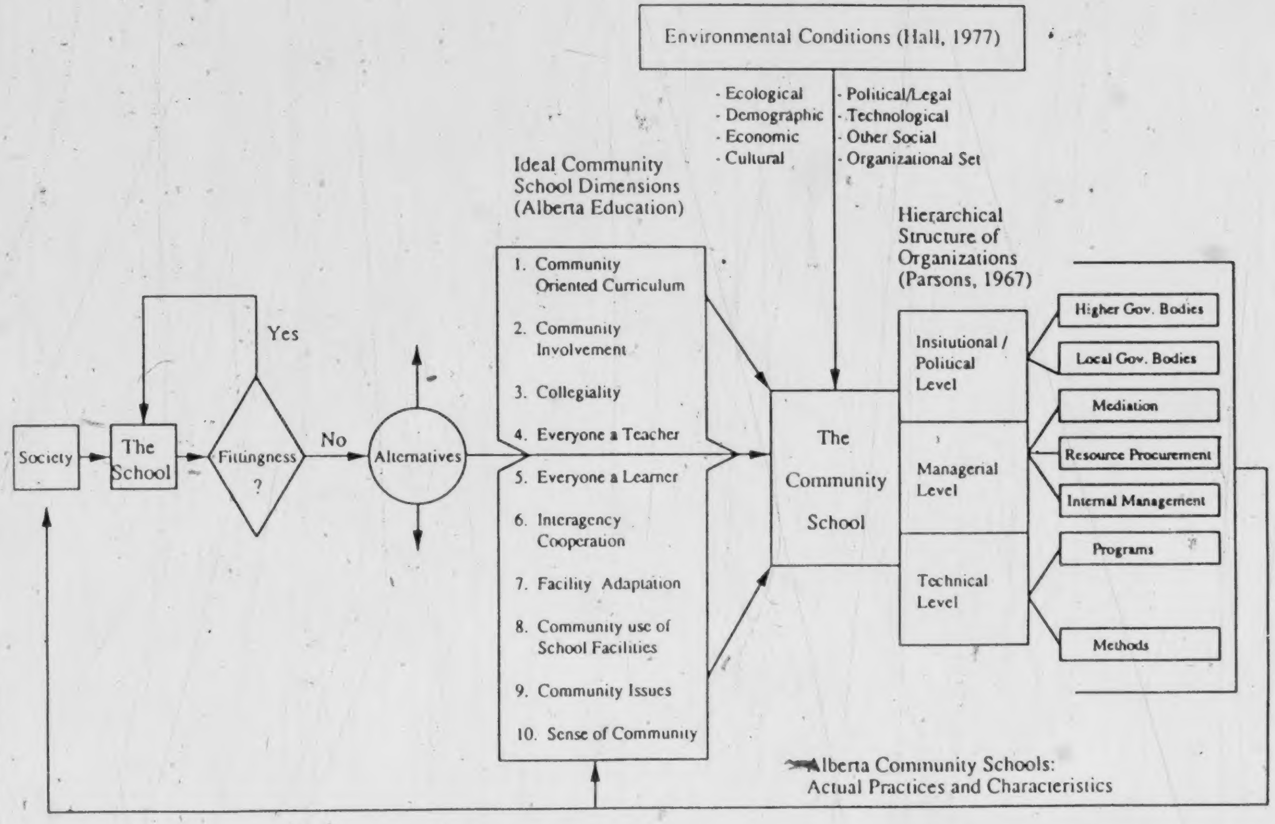

Environmental Conditions (Hall, 1977)
- Ecological
- Demographic
- Economic
- Cultural
- Political/Legal
- Technological
- Other Social
- Organizational Set
Ideal Community School Dimensions (Alberta Education)
1. Community Oriented Curriculum
2. Community Involvement
3. Collegiality
4. Everyone a Teacher
5. Everyone a Learner
6. Interagency Cooperation
7. Facility Adaptation
8. Community use of School Facilities
9. Community Issues
10. Sense of Community
Hierarchical Structure of Organizations (Parsons, 1967)
Society
The School
Fittingness ?
Yes
No
Alternatives
The Community School
Insitutional / Political Level
Managerial Level
Technical Level
Higher Gov. Bodies
Local Gov. Bodies
Mediation
Resource Procurement
Internal Management
Programs
Methods
Alberta Community Schools: Actual Practices and Characteristics

Figure 1. The Conceptual Framework

Chapter 3

REVIEW OF RELATED LITERATURE

A sizeable amount of literature exists on community education and community schools in Canada, the United States, and other parts of the world. To reduce this volume of literature into a manageable and concise presentation here, this chapter on literature review is organized into seven main sections as follows:

1. The philosophy, principles, and functions of community education and community schools.
2. Community schools in Alberta.
3. Community schools in other parts of Canada.
4. Community schools in the United States of America.
5. Community schools in other parts of the world.
6. The roots of community schools.
7. Research on community schools.

The Philosophy, Principles, and Functions of Community Education and Community Schools

The development and growth in interest in community education and community schools have been facilitated by the philosophy, principles, and functions espoused by their proponents to support them. In this section, an attempt is made to discuss some of these philosophy, principles, and functions as presented by scholars and, what Taylor (1984) calls the mainstream community educators.

Community education, and hence the demand for community schools, has emerged as a reaction to a perceived growing gulf between the traditional public school and its community, leading to the school being viewed as non-responsive and irrelevant to community needs (Michael, 1979; Minzey and LeTarte, 1979; Gayfer, 1976; Stevens, 1974b). Hence, a major guiding philosophy discussed by several of the proponents of, and writers on community education, including Kowalski and Tallon (1986), Taylor (1984), Michael (1979), Minzey and LeTarte (1979), Gayfer (1976), Decker (1972), and Totten and Manley (1970), is that there should be a close working relationship between the school and the community it serves. Decker (1972) described the traditional relationships between the school and its community as that of separation, with the school viewed as having only the specialized function of teaching children intellectual knowledge and vocational skills. Similarly, Michael (1979: Introduction) quoted the following from William G. Carr to show the grim picture of the relationships between the traditional school and the community:

> Many schools are like little islands set apart from the mainland of life by a deep moat of convention and tradition. Across the moat there is a drawbridge which is lowered at certain periods during the day in order that the part time inhabitants may cross over to an island in the morning and back to the mainland. Why do these young people go out to the island? They go there in order to learn how to live on the mainland. After the last inhabitant of the island has left in the early afternoon, the drawbridge is raised, janitors clean up the island, the lights go out.

Contrasting this traditional relationships between the school and the community is that envisaged between the community school and its community, where the school and the community are brought together in close interaction so that by working together they can develop more effective means of meeting the educational and social needs of all members of the community. This close relationship would call for meaningful and extensive influence by the community on decisions that affect them (Kowalski and Fallon, 1986; Minzey and LeTarte, 1979); and thereby make it possible for a more democratic orientation in the school decision-making process (Hodgson, 1980; Stevens, 1974a; Allan, 1973). As Gayfer put it, "it is people working together" (Cited by Thomas L. Wells in Gayfer, 1976:2), an aspect of the process component of community education (Minzey and LeTarte, 1979:44).

The closer relationships between the community and the school would also imply broad use of the community as a learning laboratory for students, while adults have access to school facilities and programs. This means getting regular students out into the community and bringing adults into the classroom (Hodgson, 1980). Thus regular school students have access to community resources (e.g. facilities and people with expertise and experience) for learning purposes and thereby gaining another perspective of the world, and gaining access to another source of knowledge. At the same time, adults are also given opportunity to use school facilities for learning, and for recreational and social purposes. This would mean better utilization of school facilities, for as Stevens (1974a:11) pointed out, "schools are too expensive to build and maintain to be sitting idle up to 50 percent of the time." Hence, bringing the school and the community together in their relationships would also imply joint use of school and community facilities by regular students and adults of the community for educational, cultural, recreational, and other social purposes; and there would also be a more effective use of community human resources in the regular school program. Education of the youth, therefore, becomes a "total community concern, enlisting the services of all citizens as they are needed and can contribute" (Hanna and Naslund, 1953:51). Thus community involvement would extend from the minimal home-school communication to a more active involvement such as community members as learners, as teachers, and as advocates, advisors, or decision makers in the school (Walker and Cale, 1987).

Another major guiding philosophy of community education is that "education is directly concerned with improving all aspects of living in the community" (Decker, 1972:24). Thus, community education is concerned with community development--both economic and cultural (Minzey and LeTarte, 1979; Totten,1972; Beatty,1959), focussing attention on finding ways and means of eradicating educational and social problems of the community (Taylor, 1984; Fourie, 1978; Totten and Manley, 1970; Beatty, 1959). Among such problems of concern to community education are illiteracy, poverty, squalor, disease, ignorance, unemployment, vandalism, and delinquency. The community school operating within this framework is seen as the catalyst in the overall community development (Stevens, 1974a; Totten, 1970), and hence as an instrument of development (Houghton and Tregear, 1969). In this regard, Kildee (1987:7) pointed out that "... community education programs strengthen employment skills, fight delinquency, strengthen families, and create a stable communal life in an increasingly mobile society." This does not imply that community education is more suitable in some communities than others. As Beatty (1959:12) emphasized, community education is not meant for certain types of communities; it is for all communities and "the most pressing needs and problems of each community represent the starting point for a program of community education..."

From the preceding principle flows the principle that the public school within the community education process should be viewed as being responsible for the education of both children and adults (Decker, 1972; Totten and Manley, 1972; Beatty, 1959). Hence, the "educational process ... serves all age groups in the community. The total resources of the community are employed to develop programs and services needed or desired by students, teachers and residents" (Community Education and Community Schools, North Vancouver School Board Policy, May 1974, cited by Stevens, 1974a:12). As Totten and Manley (1970:4) put it: "In the community education plan, no one is left out. ... The student body of the community school includes everyone who can benefit from a learning experience."

In this regard, community education embraces the principle of lifelong education (Gue, 1977), a principle which is well outlined by Faure (1972) in the Unesco Education Commission Report, Learning to Be. Douglas (1971:331) puts the role of the community school in its social context in this way:

> The community school serves all the community's inhabitants, its adults as well as its children, and the school's physical facilities--buildings, grounds and equipment are utilized by the total community. The needs of

> children and youth are carefully studied and programs proposed to meet them are provided. The needs of adults are researched, and arrangements for meeting them are made through a comprehensive program of adult education services.The curriculum of the community school is planned to meet the needs of the community being served as well as to meet the needs of the individual in that community.

Community education is further guided by the principle that education should develop "a sense of community" among the citizens of the community (Allan, 1973) or as Totten and Manley (1972:13) put it, the school "aims to develop a sense of unity and solidarity in its neighborhood." This is seen as crucial for both modern cities, where there is a breakdown of traditional attachments (Allan, 1973), and rural areas of modern societies, where consolidation of schools has resulted in loss of sense of community which the old small schools had (Prout, 1977a). In the developing world, this sense of community is crucial for the mobilization of the people towards community improvement.

In spite of its envisaged role in the community development process and education, the community school is recognized as only one agency among many concerned with the education and development of the community (Fantini, Loughran, and Reed, 1980; Seay and Associates, 1974; Decker, 1974; Totten, 1974). Some of the other agencies are the family, religious bodies, service organizations and clubs, and governmental social agencies such as the Ministry of Health, Department of Recreation, and Department of Community Development. However, the community school is seen as the ideal agency to provide leadership and coordinating function for the education and development of the community (Stevens, 1974a; Totten, 1970; Totten and Manley, 1970). Totten (1970) and Totten and Manley (1970) identified some of the reasons why the school can and should play such leadership and coordinating functions. Among these were, first, the school is the only institution in almost all communities that is owned in common by all the people. Next, the school has the function of "creating, implementing, and administering learning" activities. As such, it is seen as being in a better position to relate to all other learning forces in the community. Thirdly, the school is seen as having "the greatest neutrality with respect to all of the people" and as such stands in a good leadership position (Totten, 1970:3). The community school in this position and role integrates all social services, namely, education, health, recreation, etc. for the betterment of all members of the community.

Given this position and role of the community school, its programs would tend to be many, and would vary from school to school, depending upon the community served (Decker, 1972). But Decker (1972:29) pointed out that most community schools combine the following four basic functional areas of community education.

1. The vocations-centered curriculum. The community is used as a resource for preparing students for vocations. Business and industry are involved in curriculum design and the provision of work experience and job counselling.

2. The community-centered curriculum. The school program is enriched as the community is viewed as a resource where facilities and human resources are tapped.

3. The community-centered function. This involves the use of the physical resources of the school by members of the community for educational, cultural, recreational, and other social functions.

4. The community-service function. This emphasizes the involvement of the school personnel (students and teachers) in improving living in the community. The school thus through the learning process renders various services to the community.

To effectively carry out its programs, the community school becomes a multipurpose school operating all day long from early morning through the afternoon to late evening (Michael, 1979; Totten and Manley, 1970; Totten and Manley, 1969).

Other scholars such as Taylor (1984), Hodgson (1980), and MacIver (1973) do not, however, see the community school as being able to function along the philosophy and principles as outlined above in all communities. Taylor (1984:40), for example, argued that in the North American mainstream model of community education, even though the proponents envisage an education committed to the ideals of democratic principles with the aim of "just, humane, and equitable social order," and espouse a philosophy of education that is "deeply rooted in the values of human potential," he doubted the achievement of these objectives. As he put it (Taylor, 1984:40):

> the achievement of these objectives is highly questionable given the ideological perspective that underlies and guides the movement. Since it represents yet another version of the liberal meliorative approach to reform, it is doubtful that fundamental educational or social change will be engendered by it. Indeed, ... community education may help to stabilize and legitimate the existing social order, thus enhancing education's role as an agent of social control.

Thus he argued, for example, that attempting to tackle problems at the community level, as proposed in community education, assumes problems are localized when in fact "modern corporate capitalism ... and capitalist interests shape local as well as national economies" (Taylor, 1984:36).

Hodgson (1980) also argued that though community school may make good political sense to adults, the usefulness of the concept to the children is undermined by lack of freedom and funds at the local level. MacIver (1973), on the other hand, argued that while the concept of community school may be useful in some situations, it is not useful in all situations. He argued that in a suburban community of professionals, majority of people would prefer to see the school run by professionals. As he put it, "... community of specialists identify more closely with the specialists who run the schools (and who are also members of the community) than with those atypical individuals in the community who desire to interfere with the work of the specialists" (p.136). MacIver argued that, in non-specialist communities, such as an inner-city, however, a school run by specialists with middle class values is seen as alien. Hence a community school in which "parents, teachers, and students must confront each other, discuss, argue and seek solutions which make sense to the child" is essential (p. 137).

The facilitation of the principles of community education and community school described above calls for changes in the role of the principal, and emergence of additional administrative roles in the school, namely the community school coordinator, and the advisory council.

Changing and Emerging Roles

The Changing Role of the Principal

The principal of the school sets the tone and climate for the operation of the community school. Unlike the principal of the traditional closed system of the school where interaction with the community is minimum, the principal of the community school is called upon to set the tone that will facilitate the implementation of the philosophy and principles of community education. The principal of a community school is, therefore, to be seen as promoting shared decision making, and as providing that open atmosphere in the school that would foster participation (Burden and Whitt, 1973).

In addition, the principal of the community school must be able to "release the creative talents of teachers, pupils, and citizens in [his/her] immediate community" (Melby, 1955:250) through such things as encouraging new ideas and experimentation.

Above all, the community school principal must be seen "to be an effective community leader" (Melby, 1955:250). Discussing the role of the principal as community leader in his book Administering Community Education, Melby (1955:250) stressed the community leadership role of the community school principal when he wrote:

> Principals of elementary schools, junior high schools, or senior high schools need to be effective community leaders. The principal should be in constant contact with the people who send their children to the school and with other leaders and community agencies. He should feel the pulse of the community on social, economic, political, and educational issues...

These then are among the major expected leadership roles of the principal of a community school; roles which are not as crucial in a non-community school environment but which are *sine qua non* in a community school.

The Community School Coordinator

Though the community school coordinator's role would vary from school to school, he is generally expected to be a community oriented person who serves as a liaison person between the school and outside groups and agencies, as well as developing and implementing programs (Card, 1975:165; IDCSC, 1983:18). He may be a teacher/coordinator or a non-teacher (Michael, 1979). But whether a teacher or not, the community school coordinator is "to encourage individuals, groups, agencies, and institutions to get involved" (Berridge, 1973:66). In addition, he surveys the needs of the community for the development of appropriate programs and activities, obtains leaders for programs and activities, advertises programs in the community, supervises community education programs, meets with other organizations to educate them on the concept; and invites them to use school facilities, evaluates the program with the Council, and develops liaison among school personnel (Michael, 1979:6).

The Community School Advisory Council

The advisory council is seen as the body which "put the community into community education" by ensuring grassroot participation in the community education process (Parson and Seay, in Seay and Associates 1974:171), a point of view also held by others including Kowalski and Fallon (1986), Michael (1979), and Berridge (1973). As such, membership is open to "representatives of the school-community ... (residents and selected representatives of the school) who have a vested interest in the functioning of the school and the quality of life in the community" (Guidelines for School-Community Advisory Councils, Flint Community Schools. Unpublished interschool communication, 1973, p.5, cited by Parson and Seay,1974:173).

Even though the composition of the Council would differ as determined by the nature of the community, ideally it would include residents who are parents of children in the school, residents who are not parents of children in the school, agency representatives, school administrators, community school coordinator, representatives of the teachers, representatives of school support staff (janitors, bus drivers, etc.), representatives of community organizations (clubs, churches, etc.) (Michael, 1979; Seay and Associates, 1974). Its functions include providing the framework for cooperation, coordinating community educational services, ensuring the gathering of information on community educational needs and resources, and stimulating action towards the meeting of community needs (Seay and Associates, 1974:176).

Community Schools in Alberta

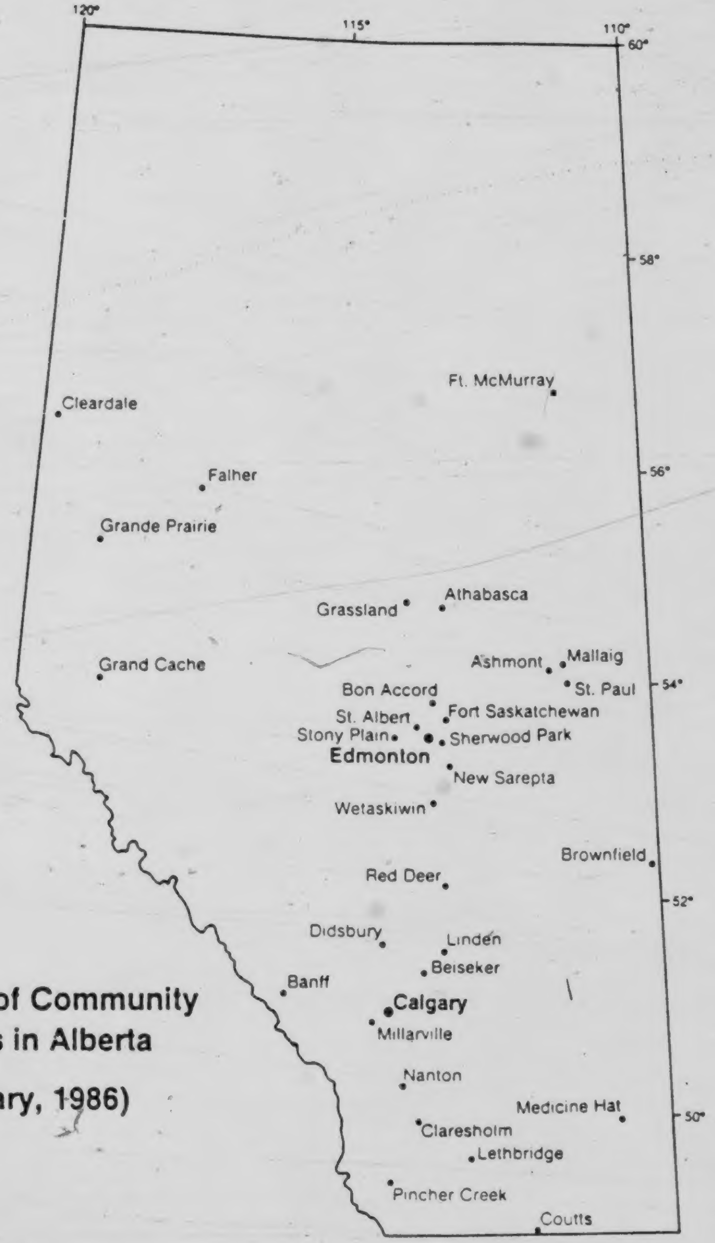
To many, including Byrne (1981) Sullivan (1977), and Alberta Department of Education ACCESS Videotape: Beyond the Classroom Walls (1979), the community school concept is not new to Alberta. ACCESS argues the point that early settler schools in Alberta were by necessity community schools. The schools were built and controlled by the community and they served the needs of both the young and adults. However, as villages grew into towns, and towns into cities; and modern transportation systems emerged making it possible for amalgamation of schools, this concept was lost. In Alberta, therefore, the emergence of community schools is , in fact, seen as a revival of an old idea.

Prout (1977a), however, argued that the early settler schools in Alberta fell short of the modern ideal community school in several ways, as for example the degree to which non-regular school activities of adults were incorporated into the day program of the school. He suggested rather that the development of the community school idea in Alberta, as in all other parts of Canada, has been influenced by trends in the United States.

Early work on the modern concept of community school in Alberta was initiated by the Edmonton Public School Board in 1971. In May of that year, the School Board received a commissioned report on "The Community School: A Focus on Living" (Edmonton Public School Board, 1971) The report examined the concept of community school, the then existing potential of the public school system of the city to operate community schools, and made recommendations for implementation of community schools in the Edmonton public school system. In 1972, the Worth Commission (Worth, 1972) also came out in support of the community school concept. Support and recommendation for the establishment of community schools in Alberta did not only come from educators. Worth (1972) mentioned that the Alberta Recreation Plan Study at the time also supported the establishment of community schools in the province.

In 1975-76, an Interdepartmental Community School Committee (IDCSC), consisting of the departments of Education, Recreation and Parks, Culture, and Advanced Education and Manpower, was set up by the Government of Alberta to oversee the development of community schools in the province. In 1976, a number of reports including those by Sullivan (1977), Prout (1976), Driscoll (1976), Murray (1976), and Beach (1976) on various aspects of community schools, commissioned by the IDCSC, were released. The findings of these reports portrayed a positive image of community schools for Alberta.

Following the release of these reports, the Government of Alberta, in June 1980, produced the Alberta Community School Program Position, outlining the principles to guide the operation of community schools in the province, and the process by which schools could achieve community school status. Community schools then began to spring up in the province, and as of January, 1986, the province had sixty-six community schools. These community schools are spread all over the province as indicated on the map below. The detailed list of community schools in Alberta, as of January 1986 is also provided in Appendix I.


120°
115°
110°
60°
58°
56°
54°
52°
50°
Ft. McMurray
Cleardale
Falher
Grande Prairie
Grassland
Athabasca
Grand Cache
Ashmont
Mallaig
St. Paul
Bon Accord
Fort Saskatchewan
St. Albert
Stony Plain
Sherwood Park
Edmonton
New Sarepta
Wetaskiwin
Brownfield
Red Deer
Didsbury
Linden
Beiseker
Banff
Calgary
Millarville
Nanton
Medicine Hat
Claresholm
Lethbridge
Pincher Creek
Coutts

Locations of Community Schools in Alberta

(January, 1986)

Figure 2.

Community Schools in other parts of Canada

Prout (1977a, 1977b) pointed out that the trend towards community schools in Canada has been influenced by a number of factors, principally emanating from the United States. The first of these is the wide use of American textbooks and journals in Canada. Another factor, Prout (1977a:8) argued, is the Canadian "practice of inviting prominent U.S. community school proponents as keynote speakers at Canadian community school conferences." And thirdly is the involvement of Canadian educators in the Flint (Michigan) Community School Program. Such educators, argued Prout, on their return to Canada put into practice what they learned in the U.S.

It was also pointed out by Prout (1977a:11) that perhaps a factor contributing to the emergence of community schools in Canada, and which is internal to Canada, has been the consolidation of smaller school districts into bigger, more efficient districts by which the old "sense of community" has been lost.

A study of the literature, including Prout (1977a, 1977b), and Sullivan (1976), reveals that the first community schools in Canada were established in 1971 in the province of British Columbia. In that year, Queen Mary Community School in North Vancouver, and James Bay Community School in Victoria were opened (Aitken, 1978). Prout and Sullivan reported that of the two schools, Queen Mary Elementary School was the first to become a community school through the leadership of Jack Stevens. The school operated 55 programs with 142 volunteer leaders, and by 1972, enrollment had reached 1,200 (Sullivan, 1976:21). Jack Stevens (1974b:20) from his experience as teacher-coordinator at his community school in British Columbia, listed the problems of community schools, not in any order of importance, in the following:

> The constant confusion in everyone's mind about the concept; the ever present danger of slipping and making reference to a "regular school program" as though it were a community school program; endless visitors who don't call in advance; lack of good [sic] setting and evaluation processes; developing a strong representative organization; people who say, "I don't think the school should be involved in these things--let's get

> back to the fundamentals;" little or no consideration of the concept when staffing for administration, teaching, janitor or secretarial positions; inadequate facilities for the required program, let alone the expanded school program; those who use it as a band-wagon to further their own interest; critical lack of trained leadership; uncertain funding; getting teachers involved in planning; need to decentralize some School Board functions to community school council; more direct involvement of trustees at the neighborhood level; developing an effective co-ordinating role with other agencies and community workers; befriending the janitor; getting the principal to banish the word "my" from his vocabulary; inadequate office space and kitchen facilities;

Sullivan (1976), noted the pioneer efforts of the Ontario government towards increased use of school facilities by community members, and greater community involvement in decision-making relating to education. However, he noted that Quebec was first in legislation regarding community involvement in local educational decision-making in Bill 27 passed in 1970 which seems to have provided the basis and impetus for the growth of community schools in that province.

The 1974 Royal Commission on Education, Public Services and Provincial-Municipal Relations strongly supported the principles of community education and contributed to the growth of community schools in Nova Scotia (Sullivan, 1976). Also, the Coady Institute of Saint Francis Xavier University greatly influenced the development of community schools in Nova Scotia, Prince Edward Island, and Newfoundland (Prout, 1977a, 1977b).

In New Brunswick, Prout (1977a:14) noted that a 1973 ministerial committee "called for greater cooperation and coordination in the development of community facilities and an increased use of school facilities by the public." And in Manitoba, he pointed out that community schools tended to be operated in inner cities and rural areas . Prout noted further that extensive services from community colleges had slowed the growth of community schools in Saskatchewan; and the Northwest Territories had "perfect models of community schools" operated as an integral part of its educational system. However, community schools were yet to develop in the Yukon (Prout ,1977a).

Latinecz (1979) pointed out that one aspect of the Canadian community education philosophy which differentiated it from other countries, including the United States was that of cultural pluralism derived from the government's policy of multiculturalism. This point was also supported by Prout (1977a:24,28) who pointed out that as in Newfoundland the community school provided a link between isolated fishing communities by bringing them together to share ideas, so in the PEI and the NWT community schools welded communities together by providing common meeting places. In Toronto, community schools help to subdivide large urban areas into smaller units identifiable for their cultural and ethnic identity. Prout (1977a:28) saw community schools in other parts of Canada fitting "somewhere along this continuum. ... from the linking nature of Newfoundland's community schools to the anti-conglomerate nature of community schools in densely populated areas." He noted, however, that in Canada "community schools in many rural areas suffer from a lack of community support because of their geographical location; they are too distant from their clientele" (p. 24).

Prout (1977a:27) brings out some of the other major differences in Canadian and U.S. community schools developments by stating:

> Among the major differences affecting Canadian and U.S. community school development is the fact that legislation in Canada generally concerns local authorities and agencies while legislation in many American states was designed to allow state and federal involvement in community schools. This involvement has been in the form of channeling more state and federal funds into community school, whereas the Canadian direction has been to maximize the use of existing facilities and resources. ... American attitudes towards funding community schools are based upon the belief that long-term benefits will accrue. This vision is not widely held in Canada.

Community Schools in the United States

Thinkers in the United States of America (U.S.A.) whose ideas have contributed towards the emergence of modern day community schools include Robert Owen, John Dewey, and Henry Barnard. However, the literature including Minzey and LeTarte

(1979), Fish (1979), and Seay and Associates (1974) indicated that the modern concept of community school in the U.S. started with the work of Frank Manley and Stewart Mott in Flint, Michigan, where according to Prout (1977a), Canadian community schools also take their roots.

Through a partnership between Frank J. Manley , a Physical Education teacher and a recreational leader, and Charles Stewart Mott, a wealthy industrialist, both of the city of Flint, Michigan, the Charles Stewart Mott Foundation was established in 1926 for the purpose of supporting religious, educational, and recreational activities in an attempt to reduce juvenile delinquency (Fish, 1979; Minzey and LeTarte, 1979; Seay and Associates, 1974; Decker, 1972).

In the 1930s, the Flint School Board obtained a substantial amount of money from the Mott Foundation to carry out innovations in community education by opening their schools for use after regular school day. Soon, the Flint community schools became 'models' for other initiators of community schools (Minzey and LeTarte, 1979; Decker, 1972).

Over the years, six components of community education have evolved to guide the operation of community schools in the U.S. These are listed by Minzey and LeTarte (1979) as follows:

1. The K-12 program for school age children.
2. Additional programs for school age children and youth.
3. Programs for adults.
4. Joint use of school and community facilities.
5. Community involvement.
6. Provision and coordination of community services.

Fish (1979) pointed out that as at 1978, over 1,500 school districts, representing 15 percent of U.S. school districts, were involved in community education. Sixty percent of these school districts had full time Community Education Directors; and over

100 Community Education Centers, 89 of which were supported by the Mott Foundation, existed. He suggested that various Education Acts passed by the U.S. Congress had given more impetus towards the acceptance of the community school concept in the U. S.

Community Schools in Other Parts of the World

Among the scholars who have written about community education, and the development and operation of community schools in other parts of the world are Rennie (1985), Alexander, Leach, and Steward (1984), Wallis and Mee (1983), Ishumi (1981), Nisbet and others (1980), Fourie (1980), Sinclair (1980), Brown (1979), Cayago (1979), Norheim (1979), Poster (1979); Weeks (1975), Bezdanov (1973), and Houghton and Tregear (1969).

From the literature, it is evident that in Europe, community schools exist in such places as Britain, Norway, Scotland, and Yugoslavia. Poster (1979) pointed out that community schools in Britain evolved from practices in some obscure county schools, rather than from a kind of national policy or theoretical insights of great educators. In Norway and other Scandinavian countries, however, Norheim (1979) argued that practices in community schools evolved from the educational ideas of Grundtvig, the originator of the Danish Folk Schools.

Community schools in Scotland are a recent development, and they have as their major tenet the development of the community (Brown, 1979). Bezdanov (1973) discussed the nature of community schools in Yugoslavia as evolving around the commune, the basic socio-political unit in the Yugoslavian society.

In Bernard (1979) we read about community schools in New Zealand, China, and India. Cayago (1979) reported on community schools in Papua New Guinea, and Houghton and Tregear (1969) discussed community schools in many developing countries, including Philipines and Thailand. In all of these countries, community schools are viewed as a radical approach of linking the school to the community for a more cooperative effort towards individual and community development.

In Latin America and Africa , countries such as Mexico, the Republic of Honduras (Hamilton, 1979; McTaggart, 1979), Tanzania, Nigeria, Kenya (Akinpelu,1979; Weeks, 1974; Houghton and Tregear, 1969), Burundi (Yena, 1983), Botswana, and Lesotho are involved in community education; and operate some forms of community schools.

The Roots of Community Schools

A study of the literature, such as Minzey and LeTarte (1979), Seay and Associates (1974), Totten and Manley (1970), Scanlon (1959), Dickinson (1953), and Naslund (1953), reveals that the philosophy and principles of community education and community schools have been current for a long time; and some of the philosophy and principles have been operationalized many years ago. These early ideas and practices as presented in the literature cited above and others later cited are summarized in this section.

Plato's ideas on education, as enunciated in the Republic, emphasizing its role in improving existing conditions in community living is said to be in line with the principles of community schools. However, Dickinson (1953) pointed out that unlike the education described in the Republic which was a "social blueprint", the community school provides no such blueprint. Another Greek, Isocrates, "realized the necessity of education as a process of building up a sense of community responsibility" (Butts, 1947:79, Cited by Dickinson, 1953:239).

Among the Romans, Quintilian's ideas on education have been seen as being in line with the modern community school concept. In his Institutes of Oratory, Quintilian is reported to have discussed his views on education which saw "close relationship between education and the welfare of the community" (Dickinson, 1953:239).

Major among the more recent proponents of educational ideas consistent with the community school concept include Sir Thomas Moore, Philip Emmanuel von Fellenberg, Robert Owens, Nicholaj Grundtvig and Christen Kold, and John Dewey.

In the 16th century Sir Thomas Moore de-emphasized the role of the state as proposed by Plato, and rather argued that as members of a community involved themselves in civic concerns, a sense of social responsibility was developed (Minzey and LeTarte, 1979:2; Dickinson, 1953:243). In the mid 1800s, the Brock Farm Institute of Agriculture and Education was established at West Roxbury in Massachusetts in line with Moore's thinking, but it failed because of its overemphasis on intellectual development (Minzey and LeTarte, 1979:2; Dickinson, 1953:247).

Fellenberg, a Swiss, in the early 19th century established schools to assist in the solution of community problems (Minzey and LeTarte, 1979:3; Naslund 1953:252). His experiment is reported to have been successful in demonstrating relationship between education, community, and the world of work (Minzey and LeTarte, 1979:3). Minzey and LeTarte argued that Fellenberg must have created the first modern approach to community education.

Owen saw the role of universal compulsory education in communal or cooperative living (Dickinson, 1953). However, Dickinson (1953:246) pointed out that in contrast to Owen's plan which resulted in submergence of the individual, the community school concept, at least in western societies, underscores the respect for the dignity and worth of the individual.

In the 1840s, Grundtvig and Kold established the Danish "Folk High Schools" which provided schooling for children, and programs for adults of all ages (Totten and Manley, 1970; Naslund, 1953). The practice has become the basis for the operation of community schools in some European countries (Norheim, 1979).

John Dewey has been recognized for his work in the "Progressive Education Movement" which saw education to be life-centered and involving democratization. The views of Dewey, well enunciated in his book Democracy and Education (1963) fit into the concepts of community education and community school. Fantini (1984:4) in describing how Dewey's concept of education fits into community education writes:

> The process orientation of community education coincides with the consistent theme of democratization in Dewey's philosophy, emphasizing the need to involve those affected by decisions in the process of decision making. In addition, Dewey's concern with the continual process of accumulating experience took the emphasis away from teaching in the schoolhouse and placed it on the shoulders of the community.

Decker (1972), argued that community education incorporates all the ideas of Dewey's progressive education, but goes beyond it. Decker (1972:40) pointed out that the two philosophies, that is, Dewey's and community education, have in common the principles of:

1. "Evolving their purposes out of the interests and needs of the people."
2. "Utilizing a wide variety of community resources in their programs."
3. "Practising and promoting democracy in activities of school and community."

But, Decker went on to point out that the progressive school "does not provide for constructive social orientation" (p. 40). Thus, unlike progressive education, community education has the additional principles of:

1. "Building the curriculum core around the major processes and problems of human living."
2. "Exercising definite leadership for the planned and cooperative improvement of group living in the community and larger areas."
3. "Enlisting children and adults in cooperative group projects of common interest and mutual concern" (Olsen, 1963, cited by Decker, 1972:40).

Decker (1972:17) quoted Manley, Reed, and Burns (1961:5) to distinguish between the traditional school, the progressive school, and the community school as follows:

> The traditional school teaches children to know, define, and catalog information through its logically organized, orally learned curriculum. The progressive school adds *comprehension* of what they had learned as a new dimension for the education of the young people and is further

> concerned to permit the self-expression of each child. However, it is important to know how to *utilize* information as well as define and comprehend. It was out of this need that the community school came into being ... with this approach, education is *guided discovery* and *problem solving*, not rote memorization.

Finally, it may be said that in some respect, "education" or better still, "informal education" as it existed in most traditional societies such as those in Africa before the arrival of the Europeans, exhibited principles of community school, since "education" of the youth was highly integrated with the roles they were to perform in the community of which they were a part. However, it could be argued that unlike the modern concept of community school, the "education" in the traditional societies was more seen as being for the youth, with adults not perceived as learners.

Research on Community Schools

A number of research studies on community schools have been conducted in Alberta, in other parts of Canada, and in other parts of the world. Many of the relevant studies are discussed in this section.

Among the studies conducted in Alberta are those by Harvey Research Ltd. (1986), Lazaruk (1982), Prout (1977b, 1976), Sullivan (1977, 1976), Driscoll (1976), Beach (1976), and Murray (1976). Entitled "Evaluation of Community Schools," the study by Harvey Research Ltd. evaluated the Alberta community school program with the view to recommending future direction. Using a questionnaire, the authors, replicated a 1982 study by Lazaruk that compared community schools against non-community schools; and supplemented this with interviews and surveys with those most directly involved with the schools. Among other things, they found (Harvey Research Ltd., 1986:iv):

1. that community schools "reported significantly more often" in the following aspects:
    a. "community related curriculum;"

b. "involvement of parents and community members as volunteers and in providing advice on the school curriculum, although the latter happened less frequently than the former;"

c. "educational activities for people of all ages;"

d. "involvement of community adults as resource people; inconsistent reports on use of students as resource people;"

e. communication between school and community agencies with regard to new developments in school;

f. adaptation of school facility to enhance community education;

g. effective communication between school and community.

2. that no significant differences existed between community school and non-community schools on:

   a. involvement of teachers in decision-making;

   b. participation of students with other people in educational activities;

   c. "agency involvement with school on sponsoring activities in school program...;"

   d. "study of problems and issues of importance to the community;"

   e. "making community members feel welcome at the school."

The authors recommended new funding arrangements "so that additional schools could receive community school funding" (p. vi).

Using questionnaires and interviews, both Lazaruk (1982) and Sullivan (1977,1976), among other things, compared characteristics of community schools against non-community schools. They both found that community schools exhibited more characteristics consistent with principles of community education than did non-community schools. However, while Lazaruk used the ten dimensions developed by Alberta Education as criteria, Sullivan used the six components of community education outlined by Minzey and LeTarte (1979, 1972).

Unlike the studies discussed above, the present study did not attempt to compare community schools against non community-schools; rather, it aimed at describing the substance of what the selected community schools did in an attempt to meet the prescribed characteristics or dimensions of the ideal community school.

Prout (1977b, 1976), used questionnaires, interviews, and study of documents to determine the developments in community education in Canada. Among the major findings of the study was that citizen involvement in school decision-making, and joint utilization of school and community facilities were perceived as the important facets of community schools in Canada. The present study was more akin to the Prout studies in that it attempted to bring out the important aspects of community schools that were prevalent in the selected schools.

The remaining studies in Alberta explored the views of Albertans on various aspects of community schools, and examined the feasibility of establishing community schools in the province.

Sullivan (1979) used questionnaire and interviews on community school coordinators in Nova Scotia to examine the the concept of community education as expounded by Minzey and LeTarte (1974). He found that the concept was not well developed in Nova Scotia, and community school coordinators there did not understand the concept.

Aitken's (1978) study was an evaluation of the extent to which five community schools in Vancouver were accomplishing their goals. Working with the principals and community school coordinators, he used questionnaires and interviews on adult participants of community school activities, parents, teachers, and pupils; and found, among other things that (Aitken, 1978: 47):

1. there was "lack of early goal setting and correlated planning in developing community education in several schools;"

2. all the community schools had "undertaken projects to identify local residents who are interested in serving as volunteer helpers in the schools" though "none of the schools had been able to place more than a fraction of the volunteers."

These latter two studies have some relevance to the present study which also looked at the implementation of community school characteristics,including goal setting and parental involvement.

Vanderhoef's (1978) study attempted to determine the relevance of the community school model in the inner city of Winnipeg, by using questionnaire, interviews, participant observer techniques, and study of documents and reports. Among participants involved in the study were parents, students, and workers in the community. Vanderhoef found that the inner city had some problems which set it apart from other areas; that the community school offered a chance to meeting the needs of the inner city; that the inner city community with the help of the community school had learned to articulate their needs; that some teachers felt community school meant for them more evenings and weekend work, and that "principals and teachers saw community school as usurping their power" (p. 82). This study had direct relevance to the present study in that the present study, among other things, also attempted to look at the usefulness of the community school characteristics to the inner city.

Berman compared the Arthurdale School in West Virginia, considered as a prototype of rural community school by many community educators in the U.S. to Nambe community school in rural New Mexico. He found that "the community school approach can influence community reconstruction and regeneration;" and that "... both schools helped identify and solve pressing social and economic problems in their respective communities" (Berman, 1979: 1918-A).

Casale attempted to identify the task areas of the administration of community education. Using structured interviews with twenty-nine community educators, Casale found, among other things, that out of eight task categories of communication, public relations, programming, finance, organization, coordinating, evaluation, and leadership, "the four highest rated categories ... which appeared to be the major responsibilities of community educator were communication, leadership, co-ordinating, and evaluation" (Casale, 1977:1765-A).

Beamish sought to determine the extent to which the community school advisory council of a community secondary school in Los Angeles was "instrumental in establishing a consensus of educational values in the community." He found that " adult members of the council maintained a high level of interest and attendance that was not matched by student membership;" that council resolutions had "little effect on the instructional program of the school;" and that "council members were disappointed in their influence on school policy and did not accept the role of assisting in educational consensus formation in the community" (Beamish, 1974:1892-A).

Each of these three latter studies touched on some aspects of the present study.

Summary

Community school is the vehicle for community education which has emerged as a result of perceived failure of the traditional public school within the framework of improving community living. Viewed as a coordinating agency and leader in community development efforts, the community school is guided in its operation by a number of principles. Major among these are: (1) the school works in close relationships with the members of the community in all its endeavors; (2) the school is concerned with finding ways and means of solving educational and social problems of the community; (2) the school is responsible for the education of both the young and old. Some scholars do not, however, see the possibility of applying these principles of community schools in all communities. Thus they question the successful implementation of community schools in all communities.

The province of Alberta has accepted the principles of community schools and has since 1980 been promoting such schools, commonly referred to as designated community schools. As of January 1986, sixty-six well established designated community schools were located across the province. Similarly, in other parts of Canada community schools have evolved. The Canadian community schools have developed some aspects which could be termed unique to the Canadian environment.

In the U.S., the Flint program started in the 1930s initiated the development of modern community schools, and they "are growing, changing, and having attractive effects" (Fish, 1979). In other parts of the world, community schools are also gaining momentum.

A study of the literature reveals that the modern day community schools have their antecedents in such early schools as the Brock Farm in the U.S., Fellenberg schools in Switzerland, and the Folk Schools in Denmark.

Major empirical research studies with relevance to this study include those by Harvey Research Ltd. (1986), Lazaruk (1982) Prout (1977b), Sullivan (1979,1976), Aitken (1978), Vanderhoef (1978), Berman (1979), Casale (1977) and Beamish (1974).

Chapter 4

DESIGN OF THE STUDY

This chapter describes the method and procedures used for the study. It is divided into six sections. The first section describes the method of study. In the second section is presented information on the institutions and respondents involved in the study, while the third section provides a description of the instrumentation. The fourth section discusses data collection techniques and procedures. The next section is devoted to how issues of validity and reliability were dealt with in the study, while the last section describes the treatment of data.

Method

In order to gain in-depth knowledge of the operation of the community schools, and to fully understand the schools within their environmental contexts, a largely qualitative methodology, as outlined by Bogdan and Biklen (1982) was employed. This consisted of case studies, involving the use of interviews, on-site observation, and study of documents, on three community schools. This method was supplemented with a questionnaire survey which attempted to gather data on perceptions of the respondents on a number of specific aspects of the operation of the community schools.

Institutions and Respondents

Institutions

A number of criteria were used to guide the selection of schools involved in the study. The first was that the school should have been in operation as a designated community school for a minimum of three years at the beginning of the 1986-87 academic year (that is, by September, 1986). Secondly, the school should provide instruction for at least all Grade levels at the elementary school, junior high, or high. Thirdly there had to be at least one teacher for each grade level; and finally, it had to be located in one of the identified locations, namely inner city, rural, or suburban. However, the final selection of the schools was done in consultation with the office of the Director, Interdepartmental Community School Committee. This last requirement was necessary for a number of reasons. One was to ensure that the schools selected were fully recognized as good community schools in the province. The other was to ensure that the schools selected met all the other stipulated criteria.

Initially, a town rather than a suburban location was selected in addition to the inner city and rural locations, but all qualified town schools selected could not participate in the study.On the basis of the above criteria, the schools finally selected were an elementary school (K-6), located in an inner city; a K-12 school located in a rural area; and an elementary-junior high school located in a suburban area.

Respondents

To ensure that data were obtained from a very broad spectrum of the stakeholders, the respondents in each school included:

1. all members of the school leadership team for the purposes of community education in each school (that is, the principal, community school coordinator, community school curriculum coordinator, and the chairperson of the school's advisory body);
2. selected number of teachers, and other school personnel;
3. selected number of parents of regular school students;
4. a member of community who was not a parent of the school.

5. two representatives, preferably chairpersons, of local agencies (Recreational Board; Further Education Council; and Cultural Council) which were most involved with the school;
6. selected number of adults involved in non-regular school programs and activities of the school such as a person whose child was in a pre-school program or who was himself or herself a client of some school program or activity;
7. selected number of students as individual respondents;
8. regular school class or classes for group interview;
9. chairperson of the relevant school board;
10. chairperson of the relevant municipal/county council;

Apart from respondents representing some offices, e.g. chairperson of school board or agency representative, all other respondents were to be selected by the community school coordinator (or community school curriculum coordinator in one school) and the principal of the schools using the following criteria. First, all respondents were required to have known the school operating as a community school for at least two years. Additional criteria for various groups were as follows.

Teachers were to have taught in the school while it operated as a community school for a minimum of two years, and should have been in the school for at least two years prior to the school becoming a community school. Where teachers who qualified to participate were more than the required number, those who had been in the school for the longest period of time were selected.

As much as possible, parents selected were to have also seen the school operating as a non-community school for at least two years. If parents qualified to participate were more than the number required, those who had known the school operating as a community school for the longest period of time were selected.

Adult "students" and clients were to have been extensively involved in the community school for at least two years. Those selected from the community at large must have also seen the school operating as a non-community school for a minimum of two years. If those qualified were more than the number required, those deemed by the principal and the community school coordinator as the most knowledgeable about the school were selected.

Instructors of non-regular school programs and activities were to have been involved in the community school for a minimum of two years; and where more than the required number met the criteria, those who had been involved in the greatest number of programs/activities were selected. School support staff were to have been in the school for at least two years prior to the school becoming a community school and where more than the number required satisfied the criteria, those who had been in the school for the longest period of time were selected. School volunteer staff were to have been extensively involved with the school for at least two years.

Two students (a boy and a girl) were to be selected from the highest grade level in each of the elementary and elementary-junior high schools. In the K-12 school, one boy and one girl were to be selected from each of Grades 6 and 12, plus one student from Grade F. Students selected were to be seen by the coordinator and the principal to be articulate enough to express their views on the operation of the school. In the elementary and the elementary-junior high, one of the classes in the highest grade level was to be selected. In the K-12, one class was selected from each of Grades 6 and 12.

In each group of respondents such as teachers, parents, and students, the selected respondents were to include those who were directly involved in some of the non-regular school programs and activities and also those who were not. In all cases, the respondents selected as key informants were to be recognized by the coordinator and the principal as people who were most knowledgeable about the operation of the school.

In the elementary and the elementary-junior high schools, in addition to respondents who were office holders, the number of respondents scheduled to participate in the study were three teachers, one school support staff, one school volunteer staff, three parents, two adult 'students' and clients, two instructors of non-regular school programs and activities, one member from community who was not a parent of the school, two individual students, and one class of the highest Grade level.

In the K-12 school, the following were scheduled to participate; five teachers, two school support staff, two school volunteer staff, five parents, three adult 'students' and clients, two instructors of non-regular school programs and activities; two members of community at large, five students, and two classes--one Grade 6 class and one Grade 12.

When the coordinator and the principal were in doubt as to the inclusion of a person, there was consultation with the researcher. The actual total number of respondents who participated in each school and their background are presented in the findings of each case.

An official of the IDCSC office was also interviewed for the purposes of getting information on established characteristics of community schools, and the office's views on the budgetary cutback against the community schools.

As part of departmental requirements, and as requested by one of the school boards, all institutions and respondents remain anonymous in reporting the findings on the schools. To ensure this anonymity, the following African names were adopted for the communities and schools. Kropong, derived from "kurowpon" which in Fante language means city, big town, or capital town/city, was adopted as the name for the inner city neighborhood, as well as for the school. Ekura, a short form of "ekurase" meaning village or small town, was adopted for the rural community and the school. Sikammba, adopted for the suburban neighborhood and the school, was derived from "esikafo ammba ntsem," a name used for the rich neighborhoods of Fante towns or cities and which literally means "rich people were late in coming." For the same reason of anonymity, the Grade levels of the elementary-junior high school of the suburban school would be identified by letters, that is, Grade 'A,' 'B,' 'C,' etc.

Instrumentation

Two main research instruments were used for gathering data for the study. These were an interview schedule and a questionnaire. Both were developed by the author, from the conceptual framework for the study, on the basis of an extensive survey of the literature, a study of research instruments used for similar studies by Lazaruk (1982), Prout (1977), and Sullivan (1976) and the teacher opinionaire contained in Whitt's (1971) handbook on community schools.

The questionnaire was submitted to twelve experts and scholars, consisting of a community school friend (an IDCSC consultant and advisor to schools in Alberta in the process of becoming community schools), a community school principal, two community school coordinators, two former community school curriculum coordinators, a former teacher in a community school who was involved in many of the community education activities in the school, two academic staff members of the Faculty of Education, University of Alberta, and three doctoral students of the Department of Educational Administration at the University of Alberta, for review. Feedback was received from all of them except two of the students.

The two community school coordinators, two community school curriculum coordinators, and the teacher were asked to complete the questionnaire and indicate the approximate time it took for completion. Only one of these five completed the questionnaire and indicated approximate time she took. However, all the five together with all other experts and scholars wrote extensive comments regarding ambiguity and relevance of inclusion of certain items.

All the interview schedules were also submitted for review by the following four experts and scholars from among the ten who reviewed the questionnaire: the community school friend, the former community school curriculum coordinator, and the two faculty members. The latter two also reviewed a short interview schedule for the official of the IDCSC. Extensive comments were also given by these experts and scholars on the interview schedules.

Upon receipt of the comments on the questionnaire and interview schedules, both instruments were extensively revised. Following this, an interview was held with one of the community school coordinators using the most extensive schedule which touched upon all aspects of the school's operation, that is the one for the leadership team. Further revisions of this interview schedule were done after the interview.

Following completion of the first case study, no changes were made to the questionnaire; but two of the interview schedules, namely those for the leadership team and the school professional school teachers were slightly revised. The revisions took the form of cutting down the number of questions to make the schedules shorter, and rewording a few of the questions. Following are the descriptions of the instruments used for gathering the data.

Interview Schedules

There were twelve sets of interview schedules for each school, with one set for each of the following groups of respondents:

1. the school leadership team;
2. school professional teaching staff;
3. parents of regular school students;
4. members of community at large;
5. representatives of local agencies;
6. chairperson of the school board;

7. school support staff;

8. school volunteer staff;

9. "instructors" of non-regular school programs and activities;

10. regular school students;

11. adult "students" and clients; and

12. chairperson of the relevant municipal/county council.

Each of the six sets of the interview schedules for the first six groups of respondents above had a section on background; after which there were four additional sections dealing with the main areas of the conceptual framework, namely, technical level, managerial level, institutional level, and the environmental conditions.

The next five sets of schedules (that is, for 7-11 above) principally sought the views of the respondents on specific activities of the community schools required of the schools by the established characteristics of community schools, and which had direct bearing on the role of the respondents. The last schedule for the chairperson of the municipal/county council principally explored the role of the council in the process towards the school becoming a community school and the possibility of the council contributing to funding the community education aspect of the school.

Questions in the interview schedule were all of the open-ended type which made it possible for the respondents to expand their thoughts on the various issues raised. Details of the questions in the schedules are contained in Appendix II-XIII.

The interview schedule for the official of the IDCSC sought information on, among other things, how the community school characteristics were developed, clarifications on the characteristics, maintenance of characteristics in the schools, and impact of the budgetary cutback on the schools. The schedule is attached as Appendix XIV.

Questionnaire

The questionnaire was administered on only the first five groups of respondents identified above under the interview schedules, plus the school support staff, the "instructors" of the non-regular school programs and activities, and adult "students"/clients. These groups were identified for the questionnaire on the basis of agreement between the researcher and the schools that these were the most knowledgeable group of respondents who were in the position to answer questions relating to detailed operations of the school. In the suburban school an adult client did not respond to the questionnaire because he felt he did not know enough about the school. Then in the inner city school an instructor of a non-regular school program (a Chinese School) did not fill out the questionnaire because she felt she was not very good in English. Both of these two, however, made themselves available for interviews.

The questionnaire which attempted to determine the perceptions of the respondents on specific aspects of the schools' operation had five sections, four of which dealt with the main areas of the conceptual framework, and a fifth section on the respondents' background. Details of the items in the questionnaire are contained in Appendix XV. Data from the questionnaire served as a check on the information derived from the qualitative sources, as suggested by Bogdan and Biklen (1982:112).

Data Gathering Techniques and Procedures

The researcher spent a period of two weeks at each school for the purpose of gathering data for the study. At Kropong, the inner city school, the data gathering took place from October 5 to 16, 1987; at Ekura, the rural school, from October 26 to November 6, 1987; and at Sikammba, the suburban school, from November 16 to 27, 1987.

As part of the data gathering procedures, a letter was sent to each superintendent of the School Board operating the school involved in the study, copied to the principal, asking permission for the researcher to pay a two-week visit to the school for the purpose of gathering data for the study. Following approval from the superintendent, another letter was sent to the principal of the school in which details of the study were outlined and dates for the visit to the school suggested.

In relation to participation of students in the study, consent notes were obtained from parents whose children were interviewed, either as individuals or as members of a class. Copies of the parental consent note and its covering letter to the parents are found in Appendix XVI.

Qualitative techniques consisting of interviews, on-site observation, and study of documents constituted the principal means of gathering data for the study. These were supplemented with a questionnaire survey of perceptions of the respondents on various aspects of the operation of the schools under study. Each of the data gathering techniques and the procedures involved are briefly described below.

Interviews

Prior to interviewing respondents in the school, the researcher interviewed an official of the IDCSC. The interview which lasted for about an hour and which was held at the official's office, was tape recorded upon permission from him. Following the interview with the official of the IDCSC, the researcher visited each of the three participating community schools and spent two weeks there for the purposes of, among other things, interviewing the selected respondents.

In each school, the researcher was provided with a small office from where to conduct the interviews. The interview data were collected by means of a semi-structured interview schedule; and lasted between fifteen to twenty minutes for students and one and half hours for members of the leadership team. On the average, each interview lasted for about an hour. The researcher was given permission by all interviewees to tape record the interviews on a cassette tape recorder. Depending on who the respondent was, the interview focused on some or all of the following areas of the study: the institutional level; the managerial level; the technical level; and environmental conditions.

On-site Observation

The purpose of the on-site observation was to see the nature of the community school facilities, and to gather supplementary data on the operation of the schools. During the two-week period that the researcher was at each school, he spent time to observe the nature and layout of the physical facilities and many aspects of the operation of the schools. He attended some of the after school programs and activities for children and adults; and had the privilege of sitting in some of these activities.

The researcher also attended meetings of the various advisory bodies of all the schools, and a staff meeting in one school. He also had the opportunity to see the various members of the leadership team at work. In addition, the researcher had the privilege of observing some of the other activities for the school age children such as field trips, awards night on an Indian Reserve, guest speakers and volunteers at work in classrooms, and volunteers at work in non-classroom situations.

Slide pictures of many of the activities were taken at each school. However, it turned out, after I had finished the study, that the camera used was not powerful enough to take indoor pictures. All the pictures thus did not turn out well.

Study of Documents

With permission from relevant authorities, the researcher studied all relevant documents of the community schools, including the Charter, minutes of many community school advisory council meetings, and minutes of staff meetings held from at least one year prior to the school obtaining community school status to the time of the study. Two of the schools did not, however, have many records dating as far back as one year prior to the schools becoming community schools, which in each case was 1980, though one school provided records as far back as 1978. But whatever school records available were studied. Other relevant documents such as correspondence relating to the community school operations at the school were studied.

To collect statistical data, such as enrollments and number of days and hours of operation, on the community schools from school records, the instrument appearing as Appendix XVII was used. Information in this instrument was provided by the community school coordinators in the inner-city and rural schools, and by the community school curriculum coordinator in the suburban school.

The researcher also spent some time at the relevant municipal/county offices and other offices such as the Department of Indian Affairs for the purpose of gathering statistical data on some aspects of the environmental conditions of each school.

Questionnaire Survey

The questionnaire survey gathered data on the perceptions of selected number of respondents on the various aspects of operation of each school. On the first day of the researcher's visit to each school, the questionnaire was distributed to the relevant respondents who were asked to fill it out prior to the interview, and to bring it along on the day of interview. In most cases this procedure was followed. In the few cases, where respondents came for the interview without the completed questionnaire, the questionnaire was later brought in.

To ensure anonymity, all respondents were required not to write their names on the questionnaire.

Validity and Reliability

Ary, Jacobs, and Razavieh (1985:213) argued that

> Validity refers to the extent to which an instrument measures what it is intended to measure. Reliability, on the other hand, is the extent to which a measuring device is consistent in measuring whatever it measures. Strictly speaking, validity and reliability refer to the information produced by a measuring instrument rather than to the instrument itself.

A number of steps were taken to ensure the validity and reliability of the research instruments and data. These are discussed below.

Validity

Content validity and construct validity were of major importance to this study. Content validity "refers to the extent to which the instrument represents the content of interest" (Ary, Jacobs, and Razavieh, 1985: 214). One way to ensure content validity as suggested by Ary and others (1985:357) is to have some competent people familiar with the subject of investigation examine the questions or items to see whether they are representative of the topic being studied. In this study, this was ensured by the extensive review of the interview schedule and the questionnaire by experts in the field, including a community school friend, a community school principal, community school coordinators, and community school curriculum coordinators. Secondly, the fact that the instruments for the study were developed on the basis of extensive literature review on community schools, and on instruments used by other scholars in similar studies added to the content validity of the instruments.

Kidder (1981:7) argues that "research has construct validity when it properly identifies or "names" the variables under study." In other words, as Yin (1987:36) puts it, the researcher needs to develop "correct operational measures for the concepts being studied." By so doing, findings would not be looked upon as being based solely on the subjective judgements of the researcher. Yin (1987:36) identifies three tactics that a researcher could employ in an attempt to increase construct validity. These tactics, all of which were used in this study are use of multiple sources of evidence or triangulation, establishment of chain of evidence, and review of case reports by key informants.

Mathison (1988:13) points out that "good research practice obligates the researcher to triangulate, that is, to use multiple methods, data sources, and researchers to enhance the validity of research findings." Triangulation in this study involved the use of multiple sources of data and methods, that is, data triangulation and methodological triangulation. Hence, to enable the researcher to better understand the events and phenomena of the community schools, data derived from one source, such as interview, were checked against data from documents; and individuals with different backgrounds were used as informants, making it possible for constant checking of information. Similarly, the questionnaire survey incorporated into the study made it possible to check data derived from observations, interviews, and documents against the questionnaire data. By this method too, bits of information could be better pieced together; and information difficult to obtain from one source was obtained through other sources.

Chain of evidence was the second strategy adopted in this study to enhance the validity of the findings. This is demonstrated in the report by the extensive direct quotations from the respondents, and extensive citations of primary and secondary sources to support statements or descriptions of events.

Thirdly, following the completion of the draft reports, copies were sent to each school for their review. Comments from the school on the reports were very supportive of the findings. The principal of one of the schools wrote: "Jim, I enjoyed reading this [the report on the school]. I think you have 'captured' the school very nicely." And the community school coordinator in another school wrote "I would like to express my sincere thanks to you, for preparing such an excellent document about our Community School." In addition, prior to the writing of the reports, transcripts of interviews from a cross section of the respondents were sent back to the respondents for review. In all cases, only minor alterations were made.

Furthermore, Ary and others (1985:357) pointed out that other factors that could influence validity of a questionnaire are how important the topic is to the respondents and whether or not there is protection of the anonymity of the respondents. Given that the budgetary cutback against the community school had, at the time of the study, just taken effect, it could be assumed that the respondents were quite concerned about their school and hence this topic was quite important to them. In terms of anonymity, the respondents were fully assured of this in the covering letter accompanying the questionnaire, and the respondents were required not to write their names on the questionnaire.

Reliability

Reliability deals with consistency and dependability of the research instrument and the data. Ary and others (1985:357) argue that one way of ensuring consistency in the instrument is by "building some redundancy into the instrument. That is, items on the same topic may be rephrased and repeated in the questionnaire or interview." This was ensured in the instruments used and was evidenced in course of the interviews by respondents sometimes indicating having talked about the issue(s) earlier on. And consistency in the data from the interviews was also ensured by the use of only one researcher for all the interviews.

In terms of reliability in data over time and between researchers, Bogdan and Biklen (1982:44) pointed out that:

> Among certain research approaches, the expectation exists that there will be consistency in results of observations made by different researchers or the same researcher over time. Qualitative researchers do not share exactly this expectation. In qualitative studies, researchers are concerned with the accuracy and comprehensiveness of their data. Qualitative researchers tend to view reliability as a fit between what they record as data and what actually occurs in the setting under study, rather than the literal consistency across different observations.

Comprehensiveness of this report is very evident in the detailed descriptions of the operations of the schools. Further, evidence of accuracy, and of fit between the data and what actually occurred in the settings under study were enhanced in this study by the review of the report by the key informants, as discussed above.

Treatment of Data

Following the collection of data, the data from the questionnaire were coded and computer analysed, using descriptive statistics. A number of activities were taken with regard to the interview data. Following the completion of the data gathering, the interviewees from each school were classified into four groups, namely, school leadership team; school personnel--teachers and support staff; parents; and community groups, agencies, and members.

In the first school, that is, the inner city school, interviews with all respondents in each group, totalling approximately twenty-three hours of interviews, were transcribed. With limited help in transcription, and limited funds, the researcher consulted with the thesis committee about reducing the number of interviews to be transcribed from the remaining schools. The committee agreed that a few interviews could be transcribed from each of the schools for the purpose of developing categories which could be used in analysing the other interviews, which could only be listened to. However, on the basis of the conceptual framework used in the study, all schools had the following categories under which sub-categories were to be developed from the research data: school board-school relations; environmental conditions; administrative setup; programs, activities, and methods; usefulness of established community school characteristics; factors facilitating operation of school; problems and complaints of the school; the future of the school; the budgetary cutback and the school. What was thus needed was the development of subcategories for each school.

The researcher made the decision to transcribe as many interviews of the respondents who gave good interviews, as he could in each of the remaining schools.

Then from the transcribed interviews from each school, a few were to be selected for the development of the subcategories. Thus, in the second school, that is the rural school, interviews of the following were transcribed: all members of the school leadership team, three out of the five teachers, three out of the five parents, all students--individuals and classes, chairman of the school board, plus one respondent from among the community groups, agencies and members. Interviews of the following were also transcribed in the third school, that is, the suburban school: all members of the school leadership team, two of the three teachers, two of the three parents, all students--individuals and classes, chairman of the school board, plus one member from among the community groups, agencies, and members.

For the purpose of developing the subcategories for analysis, however, interviews of the following were selected from the different schools. Inner city school: the principal, one teacher, one parent, and a community agency representative for a total of four interviews; in the rural school: the community school coordinator, two teachers, two parents, and one community member for a total of six interviews; and in the suburban school: the community school curriculum coordinator, one teacher, one parent, and a community member for a total of four interviews. Interviews of these respondents were transcribed, edited and sent to them for their review. They were requested to complete their review in two weeks time. The researcher personally collected those from the inner city and suburban schools. In the rural school, each transcript went with a stamped self-addressed envelope for return. All the respondents, except two, namely one teacher and one parent in the rural school, returned their transcripts. Only minor corrections were made to some of the transcripts; while many came without any corrections Attempts to retrieve the two from the rural school respondents failed; however, their interviews were included in those used in developing the sub-categories for their school.

Following the receipt of the reviewed transcripts from respondents of each school, content analysis was done on the transcripts together with data collected from study of documents and observations, for the development of themes and major ideas from which the subcategories were derived. For each school, a Table was developed with each of the subcategories constituting a column.

Once the table containing the subcategories for each school was developed, the researcher reviewed each of the transcribed interviews for the purpose of noting sources of relevant details and identifying useful quotations and statements which could be used in course of writing the report on each school. Interviews which were not transcribed were also listened to for the same purpose.

The case report on each school was thus based on the computer printout containing the analysis of the questionnaire data and on information from the Table containing the subcategories. Most of the subheadings in the report on each school were derived from the subcategories.

Chapter 5

PROVINCIAL FRAMEWORK AND OTHER COMMON FACTORS RELATING TO THE OPERATION OF COMMUNITY SCHOOLS IN ALBERTA

There are certain common elements and factors that affect the operation of community schools in Alberta. These elements and factors are not discussed under each individual case report. Rather they are presented here in this chapter as an introduction to the case reports.

In Alberta, even though the operation of community schools, falls within the general rules and regulations relating to the operation of all public schools, there are additional regulations which relate to the establishment and operation of community schools. In addition, there are other common factors in the province that affect the operation of all community schools. These rules, regulations, and guidelines (Interdepartmental Community School Committee --IDCSC--1983), and the other factors are discussed in this chapter under the following headings: The Legislature and the IDSC, Process towards Attainment of Designated Community School Status, Funding Arrangements for Community Schools, and Other Common Factors.

The Legislature and the Interdepartmental Community School Committee

In Alberta, as in all other provinces of Canada, the provincial Legislative Assembly is the sole legal entity which has the responsibility for the provision and control of education in the province. It is the provincial governing body in education at what Parsons (1967) calls the institutional/political level of the organization; and it is the body that gives legitimation to the operation of schools in the province.

The Legislature, through the Department of Education which is headed by a cabinet minister, establishes the broad policies of education in the province, regulates teacher certification, and draws up the curriculum for the schools in the province.

However, the day to day operation of the schools, including hiring of teachers, supervision of instruction, local school policies, and construction of school facilities, are delegated to boards of school trustees, which are local agencies. But in the operation of community schools in the province, certain administrative functions at the provincial level are delegated to an interdepartmental body, called the Interdepartmental Community School Committee (IDCSC).

The Interdepartmental Community School Committee (IDCSC)

At the time of the study (October, 1987), the IDCSC consisted of one senior public servant from each of four government departments, namely, the departments of Alberta Education, Advanced Education and Manpower, Parks and Recreation, and Culture. To facilitate the work of the IDCSC, it had an office headed by a full-time Director and a number of support staff personnel. The IDCSC had the major responsibility for (IDCSC, 1983:7):

> ... recommending to the Committee Departmental Deputy Ministers on the establishment, financing, functioning and modification of intra- and inter-departmental programmes and initiatives related to the community school and community education programmes and concepts ... Departmental Deputies may, in turn make recommendations to the IDCSC Ministers who constitute a Sub-Committee of the Social Planning Committee of the Cabinet.

In addition, the IDCSC provided many kinds of services to schools from the time interest was expressed by a school to become a community school to the time it actually became a community school. Such services included consultation with the prospective community school by a Community School Friend, appointed and paid for by the IDCSC; and provision of information and in-service education to existing community schools.

Once schools achieved designated community school status, the IDCSC, through a number of ways, also attempted to ensure that the schools maintained the established community school characteristics. One way was the requirement of an annual charter yearbook in which the school evaluated its programs and activities of the current year and proposed objectives and ways and means of achieving the objectives for the coming year. Another was random visits to the schools by the Director of the IDCSC. In addition, there were the IDCSC community school friends who were assigned to schools and who visited the schools, served as allies to the schools, by encouraging them and making suggestions for improvements. Details of the functions and services of the IDCSC are contained in Appendices XVIII and XIX (Details on the Terms of Reference of the IDCSC and IDCSC Assistance to School Boards/Municipalities in Achieving Designated Community School Status for Selected Schools).

The established characteristics which community schools were expected to meet were those ten included in the conceptual framework. These ten characteristics were developed by a team under the IDCSC on the basis of an extensive literature review on the concepts of community schools and community education. The Director pointed out that the ten characteristics were not in any order of priority. However, he emphasized that, personally he believed that "the third one which is collegiality or shared decision making is probably the 'guts'" of the whole idea of community school. Asked whether there was anything he would like to add to, or drop from the characteristics, he replied "No, I believe that those ten dimensions have really stood the test of time. I am very pleased with them."

Process Towards the Attainment of Designated Community School Status

To become a designated community school in Alberta, a school is required to go through an elaborate process which ensures that the school and its community are fully supportive of the community school concept and are willing to operate the school in line with that concept.

From the very beginning of the process and thereafter, cooperation among the principal, the school staff, and other relevant community agencies is a basic requirement. The process begins with agreement by the school principal and majority of the staff to operate the school as a community school. Following this, the school board and the municipal or county council must pass resolutions supporting the operation of the community school.

Once the support of the staff, the school board, and the municipal or county council has been obtained, the executive director of the IDCSC is advised; and the planning towards the attainment of community school status begins with the setting up of a Planning Steering Committee whose membership would include the principal, teacher, student, parent, community and agency representatives. A community school friend from the IDCSC office may be requested who will offer advice and help to the planning committee in the development of a plan or charter for the community school.

The plan or charter must contain, among other things, information on how the school would implement the ten established characteristics of community schools. Guidelines for the development of the charter provided by the IDCSC to the school for their reference is attached as Appendix XX (Guidelines for Preparation of a Designated Community School Charter). When the plan or charter has been developed, it is reviewed by the executive director of the IDCSC after which it is then presented to the IDCSC. When the charter is approved by the IDCSC, the school becomes a designated community school.

For the school to be granted the status, "it must be ready to embrace the total concept, and embrace it with vigor" the Director of IDCSC pointed out. Details regarding the process towards the attainment of designated community school status are contained in Appendix XXI (Guideline Criteria for Designated Community Schools). These constitute the legal framework for the development and operation of community schools in the province.

Funding Arrangements for Community Schools

Up to the end of the 1986-87 academic year, the provincial government had provided to each designated community school funding of up to 70 percent of salaries of identified community school personnel. In addition, the government provided other grants for administration and operation of the community school, including a grant of up to $12.00 for each hour the school was used for community purposes, to a maximum of 1,540 hours per annum. Detailed description of the grants are contained in Appendix XXII (Details on the Nature and Amount of Grants Available to Designated Community Schools).

The remaining 30 percent of salaries of the identified community school personnel was to be provided by the relevant school boards. It was not, however, compulsory for school boards operating community schools to provide this 30 percent contribution. The result of this was that while community schools in some jurisdictions received the additional funding from their boards, others did not get this funding. Because of this, not all community schools had been able to engage the services of all personnel ideally required in the community schools.

The imposition of the 50 percent budgetary cutback against the community schools, effective September, 1987, was perceived by the Director of IDCSC to have serious effects on the implementation of the community school characteristics in the schools. He perceived a number of things which could result in the schools from the budgetary cutback. Among these were dropping the community related curriculum entirely; or keeping the community related curriculum but reducing amount of community use of school facilities or charging fees for community use. No matter what the schools did, the Director perceived the cutback as making it difficult for the IDCSC on insisting that the community schools continue to maintain all the characteristics. The Director anticipated that the schools would react to the cutback in different ways.

The Director was not hopeful that full funding from the provincial government would be restored in the near future. However, when asked whether the schools should attempt to seek other sources of funding, he replied:

> ... they can, and many of them are doing that now. But the other sources of money are so temporary and minimal; and usually they have 'riders' associated with them. So school leaders would spend so much of their time and energy on raising these small amounts of money that there would be very little time and energy left to provide the leadership to make the schools function as full blown community schools. So my view is that the money is needed at the provincial level; and that it would be counter productive to cause the schools to scramble for this relatively small amounts of money.

Other Province-wide Common Factors

There were a number of other common factors that affected the operation of the community schools. Major among these were required administrative structures and development of Charter Yearbooks, and climatic conditions each of which is briefly discussed below.

Required Administrative Structures and Charter Yearbooks

A fully funded community school was expected to have at least two additional administrative personnel. The first was the community school coordinator, a full-time position (Alberta Community Schools Information Update--Community School Coordinator) and a community school curriculum coordinator or curriculum resource teacher, a part-time certified teacher (Alberta Community Schools Information Update--Curriculum Resource Teacher). In addition, all designated community schools were expected to have community school advisory committees with representatives from teachers, students, parents, agency groups, and community (Alberta Community Schools Information Update--Community School Advisory Committee).

At the time of the study, every community school in Alberta was required by the IDCSC, every year, to review its Charter and update it in what was called the Charter Yearbook. Basically, the Charter Yearbook contained an evaluation of the school's programs and activities in the year, and a set of objectives for the coming year. Through the development of the Charter Yearbook programs and activities of the school were kept current.

Climatic Conditions

The province has four distinct seasons of autumn (fall), winter, spring, and summer, with the winters being rather long and cold. These weather conditions affected the programming of activities, the nature of programs and services, and sometimes where certain programs and activities were offered by a school in response to its student and community needs.

Chapter 6

THE CASE OF THE INNER CITY COMMUNITY SCHOOL--KROPONG

This chapter concerns an examination of Kropong community school, an inner city school. The chapter is divided into eight main sections as outlined in the section on "Organization of the Thesis" in chapter one.

About the Respondents

A total of 23 individual respondents and one group respondent were involved in the study at the Kropong community school. The individual respondents comprised the outgoing principal, the incoming principal, chairperson of the school's Parent Advisory Committee (PAC), community school coordinator, chairperson of the school board, a city alderman representing the Kropong area on the city council, three full-time teachers, three parents of regular school students, one school support staff, two "instructors" of non-regular school programs/activities, two adult "students"/clients, one school volunteer staff, one member of community at large, two officials of local agencies, and two students.

All the respondents were interviewed, and 16 of the individual respondents also completed a questionnaire. Three of the 16 questionnaire respondents were males, among whom was the principal of the school for the past five to six years but who was leaving the school for further studies just at the time of the study. The age distribution of the questionnaire respondents are shown in Table I.

The educational attainment of these 16 individual respondents ranged from Grade 6 to graduate level. Ten of them had no post-secondary education. Five of the six university graduates had obtained post-degree standing.

Table 1

Age Distribution of Questionnaire Respondents--Kropong

Age Group	Number of Respondents
Under 30 years	4
30-39 years	4
40-49 years	5
50-59 years	1
60-69 years	2
Total	16

All 16 respondents had had direct association with the Kropong community school as parents, school personnel, volunteers, or served in an official capacity of an agency which worked closely with the school. In addition, 12 of them had been directly involved with the non-regular school programs and activities for pre-schoolers, adults, or school age children after school, as instructors, "students/clients," members of committees, or volunteers. Most of these respondents had been involved in such non-regular school programs and activities for two or more years, and some for five or more years. Most of the respondents who held official positions in the school had been in their current positions for three or more years. Of the five parents and "student/clients" respondents, three were single and two were married. The spouse of one of the married respondents was also involved in the non-regular school programs and activities.

Asked to indicate how committed they were to the community school concept on a five point scale in which 5=Highly Committed, 4=Committed, 3=Moderately Committed, 2=Uncommitted, and 1=Highly Uncommitted, five of the 16 respondents indicated that they were "highly committed," seven said they were "committed," and three stated that they were "moderately committed." One did not respond to the item.

Of the seven individual respondents who were only interviewed, five were adults, three men and two women. The women were the principal who had just taken over the administration of the school at the time of the study, and an "instructor" of a non-regular school program who felt her language ability was not sufficient to enable her fill out the questionnaire. The remaining three consisted of the chairperson of the school board, the alderman on the city council, and the school volunteer staff. The other two respondents were Grade 6 male students of the school. The school could not find an articulate girl to replace one whose parent refused her participation in the study. Both of the boys had been in the school from Grade 1. The group interview was held with one Grade 6 class.

The Kropong School--A General Profile and Brief History of the Community School

General Profile

At the time of this study, the Kropong community school was the only school within the boundaries of the Kropong community. Its leadership team consisted of the principal, the community school coordinator, and the chairperson of the Parent Advisory Committee (PAC). For the purposes of this study, both the outgoing and the incoming principals were included for the leadership team interviews.

The Kropong school's elementary program ranged from Kindergarten to Grade 6. Apart from the Kindergarten and Grade 2, each of which had one class, the remaining Grade levels had one and a half classes each. The school facilities consisted of a library, nine homerooms/classrooms, one laboratory, one gymnasium, one music room, a science/art room, counsellor's office, public health nurse office, a community room, and the main office.

The school had a student population of 212 of which 115 were boys and 97 girls. A general declining trend in enrollment had also affected this school since 1976 when it was 287.[1] In the 1986-87 academic year, the student population was made up of 10 percent Caucasian, 35 percent Native Canadian, 35 percent Asian, and 20 percent consisting of other racial groups.

The school's Charter[2], a document which, among other things, described the nature of the Kropong community and outlined how the community school characteristics were to be implemented in the school, as well as the outgoing principal pointed out that the school population was transient, and the frequent transfers in and out of the classrooms had made the teaching-learning process more difficult. In one year, for example, 107 students transferred in while 97 transferred out of the school. "Many of our students, however, do come to school hungry, tired and anxious. They are often coping with difficult living conditions and their behavior in school can be disruptive and aggressive."[3]

Members of the school leadership also emphasized that most of the children in the school came from very low income families. This, the outgoing principal pointed out, was caused by two major factors. One was that many of the few relatively well-to-do families in the community chose to send their children to schools outside the community. The other was that the low income families tended to have more children who were all sent to this school, the only school in the community.

The staff consisted of a principal, an assistant principal, a community school coordinator, 13 full-time professional teaching staff--among whom were a resource and ESL (English as a Second Language) teacher, a special education teacher, a multicultural librarian--and two support staff members, the school secretary and a custodian.

The programs offered by the school for the students during the school day were the regular K-6, Special Education, ESL, Gifted, Mathematics Laboratory, Resource Room, Multicultural, and Academic Challenge.[4,5]

Brief History of the Community School

Established about a century ago, the Kropong school was one of the four oldest schools in the city.[6] It became a community school in 1981. The details of level of influence of different individuals, groups, and agencies on the decision to seek community school status, as perceived by the questionnaire respondents are contained in Table 2, in which "Perceived Influence" Means are based on a scale of 1 to 5, with 5=Very Great, 4=Great, 3=Moderate, 2=Little, and 1=None.

As the Table shows, the majority of the 16 questionnaire respondents claimed knowledge of the influence that the principal, teachers, community at large, parents, school support staff, and students had on the decision to seek community school status. Twelve of the 13 respondents who claimed knowledge of the influence of the principal felt that the principal at the time had "very great" influence on the decision. As indicated by the Mean scores, respondents perceived teachers, community at large, and parents as having had "great" influence, while they perceived school support staff, and students as having had only "moderate" influence. But there was no strong consensus among the respond[illegible]on the influence of the support staff and the students, as indicated by the Standard Deviations of 1.04 and 1.18 respectively.

Only six of the 16 questionnaire respondents expressed knowledge of the influence that the Department of Education had on the decision of the school to become a community school. The Mean score of 3.2 indicates that these respondents felt that the Department had only "moderate" influence on the school's decision to seek community school status; but there was little consensus among them, as indicated by the Standard Deviation of 1.60. On the other hand, the eight respondents who expressed knowledge of the influence of the local Recreational Board on the decision, felt that the Board had "great" influence on the decision, as indicated by their Mean score of 3.8. However, the Standard Deviation of 1.50 indicates that there was little consensus among these eight respondents. Few of the respondents had knowledge of the influence that other groups had on the decision of the school to become a community school.

Table 2

Perceived, Level of Influence of Various Individuals, Groups, and Agencies on Decision to become a Community School--Kropong

Individual/Group/Agency	Number Claiming Knowledge	Perceived Influence	
		Mean	SD
1. Principal	13	4.9	0.28
2. School Professional Teachers	13	4.2	0.44
3. Community at Large	12	4.0	0.90
4. Parents of School Students	12	3.8	0.97
5. School Support Staff	11	3.5	1.04
6. School Students	11	3.0	1.18
7. Local Recreational Board	8	3.5	1.07
8. Provincial Dept of Education	6	3.2	1.60
9. Local Church Groups	6	3.0	1.10
10. Local Cultural Council	5	3.2	1.73
11. Provincial Dept of Culture	5	2.8	1.50
12. Local School Board	5	2.4	1.04
13. Prov Dept of Parks and Rec	4	3.8	1.50
14. Municipal Council	4	3.0	1.41
15. Prov Dept of Adv Ed & Manpower	3	3.3	2.08
16. Local Further Ed Council	3	3.0	1.73
17. Local Chamber of Commerce	2	1.5	0.71

Why did Kropong school seek community school status? Questionnaire respondents were asked to check all the reasons they knew from a list and to add any other reason(s) not included; and to rank their identified reasons on a scale of 1 to 5. Their responses are contained in Table 3 with the Importance Mean based on a scale of 1-5 in which 5=Very Important, 4=Important, 3=Moderately Important, 2=Unimportant, and 1=Very Unimportant.

Fifteen of the 16 questionnaire respondents stated that the school sought community school status in order that the school and the community could be brought closer together in their relationships, which reason was ranked as "very important." The other two reasons mentioned by 14 and 13 respondents, respectively, were (1) that the school facilities could be used by community members for educational, recreational, cultural, and other social purposes; and (2) that learning in the regular school program could be made more relevant to the students. While the latter reason was, on the average, ranked close to "very important" as indicated by the Mean score of 4.7, the former was ranked as "important."

Two additional reasons identified by eleven respondents in each case were (1) so that the school's regular program could be more oriented to local community needs; and (2) so that the school could develop additional programs and activities to meet the needs of adults, pre-schoolers, and school age children after school hours. On the average, both were ranked as "important."

The reason which was identified by the least number of respondents was "so that the regular students could perform some services to the community aimed at improving community living." But the majority of these few respondents ranked the reason as "important." The respondents did not come up with any additional reason which commanded agreement from two or more respondents.

Table 3

Reasons for Seeking Community School Status--Kropong

Reason		Number Identifying Reason	Importance	
			Mean	SD
1.	So that the school and the community could be brought closer together in their relationships	15(14)*	4.9	0.36
2.	So that the school facilities could be used by community members for educational, recreational, cultural, and other social purposes	14(13)	4.0	1.08
3.	So that learning in the regular school program could be made more relevant to the student	13(12)	4.7	0.65
4.	So that the school could develop additional programs/activities to meet the needs of adults, pre-schoolers, and school age children after school hours	11(10)	4.2	0.63
5.	So that regular school program could be more oriented to community needs	11(11)	4.0	1.27
6.	So that local community people could exert more influence on operation of the school	8(7)	3.7	0.76
7.	So that the school might receive extra funding	7(6)	3.8	0.98
8.	So that regular school students could perform some services for the community, aimed at improving community living	6(5)	4.0	0.71

*Figure in brackets indicates number of respondents who did the ranking.

The majority of the questionnaire respondents felt that by the end of the 1985-86 academic year (i.e. the year prior to the community school being reduced in funding by 50 percent) the needs that motivated the school to seek community school status was being very well met.

Environmental Conditions of the Kropong Community School--The Kropong Community and Other Factors

"Our community is poor."

"The people that we have here have very little education."

"A large percentage of families here live in poverty."

"We have a very broad multicultural base."

"This is a low income area."

"There is high unemployment in the area."

"This is a transient community."

The above are some of the ways respondents described their community, Kropong. In what follows, an attempt is made to find out how the facts, as gathered from 19[illegible]7 civic census data[7], 1981 national census data[8] (the latest national census data available for the area), and other sources bear out these descriptions of the Kropong community.

Ecological Conditions

Geographically, Kropong is relatively low lying land. It is centrally located, and very close to the city's business district. It covers an area of approximately one square kilometer or eight city square blocks. Linked to the city in every respect, it has a good public transportation system, with well-paved streets. It shares boundaries with two other inner city areas and non-inner city areas.

Social and community agencies and organizations existing at Kropong at the time of this study included a community service center, a day-care center, a senior citizens' home, a library, a life skills training center, a clinic, and a number of churches. The area was not far from a major city hospital. Kropong community school had relationships with many organizations. During the 1986-87 academic year, the school had contacts with such organizations as churches, the district boys and girls club, the local communist party, a band group, a karate group, a floor hockey team, ethnic school groups (e.g. Chinese and Portuguese Schools), the health unit, the police department, the local chamber of commerce, the senior citizens' home, business organizations, the national diabetic association, the local volleyball team, the neighborhood watch group, the block parent association, and a number of charitable organizations.

Demographic Conditions

In 1987, Kropong had a population of about 3880, down from the 1981 population of about 4220. In 1981, senior citizens (people aged 65 years and over), constituting 14.1 percent of the population were the second largest age group, following the 25-34 age group which constituted 18.1 percent. But in 1987, senior citizens constituted the largest age group, accounting for 13.4 percent of the population, followed by the 25-34 age group which accounted for 10.5 percent.

Relative to the city as a whole, Kropong in 1981 had a higher proportion of divorced people; and its single parent families in 1981 was also one and half times that of the city, being 17.5 percent against the city's 11.7 percent. More recent data on single parent families were not available, but the indications are that it probably was as high or higher in 1987 than in 1981. In this study, 12 of the 16 questionnaire respondents perceived the Kropong community as having a "large" to a "very large" number of single parent families.

The 1981 data indicate that the city as a whole had slightly more movers than Kropong. However, Kropong had 21.0 percent of its migrants from outside Canada compared to 14.7 percent for the city as a whole. In 1981, slightly less than half of the occupants of residences in Kropong were renters. By 1987, the proportion of renters had increased to slightly more than half.

The housing facilities in the Kropong community, on the whole, were poor with many houses being quite old and run-down. The Charter of the school[9] describes the situation very well in these words:

> Kropong is ... a neighborhood which suffers from the trauma of urban growth and change. It is a neighborhood in which deteriorated houses and other examples of the components of neighborhood decline are plentiful, such as absentee ownership, external impacts from civic projects, and pressure for redevelopment.

However, as one walked through the community, one would come across a few fairly well maintained middle class homes dotted here and there.

Economic Conditions

The major economic activities in the community were in the service industry, and these consisted mostly of those provided in restaurants, grocery stores, repair services, and a bank. Much of the labor force resident in the community, however, worked in other parts of the city. In 1981, about 19 percent of the labor force was found in the clerical and related occupations. Three other occupations each of which accounted for more than 10 percent of the labor force were service, construction trades, and machining, product fabrication, assembling and repairing. Only 8.7 percent of the labor force in the community was found in the three occupations of managerial and related occupations, teaching, and medicine and health, compared to the 18.6 percent figure for the city as a whole. Details of data on the major occupational groups in the Kropong community in 1981 are contained in Table 4.

In 1981, Kropong had an unemployment rate of 6.0 percent which was about twice that of the city as a whole. The unemployment rate was much higher in the male population which at the time had an unemployment rate of 7.6 percent which was more than twice that for the male population of the city as a whole. In 1980 while males in Kropong had an average annual income of $14,993.00, males in the city as a whole had

Table 4

Major Occupation Groups of Labor Force in the Kropong Community, 1981

Occupation Groups	Number in Labor Force	Percent in Labor Force
Total, Male and Female	2,185	100.0
Occupations, Not Applicable	20	0.9
All Occupations	2,165	99.1
Managerial and related	110	5.0
Teaching and related	20	0.9
Medicine and Health	60	2.8
Technological, Social, Religious, Artistic and related	145	6.6
Clerical and related	415	19.0
Sales	160	7.3
Service	350	16.0
Primary	40	1.8
Processing	95	4.4
Machining, Product Fabricating, Assembling and Repairing	240	11.0
Construction Trades	305	14.0
Transport	70	3.2
Other	145	6.6

Source: Derived from Statistics Canada 1981 Census of Canada, Census Tracts (Statistics Canada, Ottawa) September 1983.

an average income of $19,738.00. The gap was slightly smaller between the females; those in Kropong had an average income of $8,323.00 while the city average was

$9,607.00. While in 1980 the average family income in Kropong was $23,857.00, that for the city as whole was $31,998.00. Thus families in Kropong had an average income of just about three quarters that of the city as a whole. The incidence of low income families in Kropong in 1981 was found to be 17.2 percent as against 10.7 percent for the city as a whole. Kropong was thus a low income area of the city.

The Charter of the school[10] points out that "although a large proportion of the people with low incomes are senior citizens, the problem appears to be common to all age groups." This observation was also consistent with the views of some of the respondents of the study who stated that many people, including families, in the Kropong community were on social assistance or welfare.

Cultural Conditions

The Kropong community reflected the multicultural society of Canada. In 1981, ninety-three percent of the population of the community had a single ethnic origin, with the remaining having multiple origins. Approximately 31 percent of those with single ethnic origin had British ancestry and six percent had French origin. The remaining were of Ukrainian, Italian, Portuguese, Asian, East Indian, and Native Canadian origins. The multicultural nature of the community was also very much supported by the views of the questionnaire respondents of the study.

The school's Charter[11] points out that the Ukrainian community had been in Kropong for many years while most of the other groups had been recent immigrants. Kropong received a higher proportion of new immigrants relative to the city as a whole. The school's Charter[12] also notes that the Kropong community would continue "to serve as a reception area for new Canadians who move to the city." This is perhaps due to the proximity of Kropong to the city's main business district, and the relatively low cost rental housing.

In 1981, twenty-two percent of the population did not speak English at home. This was also consistent with the observation of 80 percent of the questionnaire respondents who indicated that for most people in the community English was the main language at home. Thus some of the children who attended school at Kropong community school would have a home language other than English, the language of instruction in the school.

Political and Legal Conditions

In spite of the nature of Kropong as a low income area, the people have been very active politically. In the last (1986) provincial elections, the voter turnout in the area was above the provincial turnout of 47.25 percent, and above those in a majority of the city's electoral divisions.[13]

Following announcement of the budget cutback to community schools, many of the parents in the community wrote letters to the Minister responsible, protesting against the cutback; and many also participated in demonstrations at the legislative assembly against the decision.

Nine of the 16 questionnaire respondents "strongly agreed," while another two "agreed" to the suggestion that the decision to cut the community school funding by as much as 50 percent was a political rather than an economic decision. The political turmoil generated by the cutbacks to the community schools was not only local to the Kropong area. In fact, it became a province-wide issue with both those who were for and against the cutbacks making their voice heard. The outgoing principal of the school in recognizing the politics surrounding the issue of cutbacks to the community schools stated:

> ... I really do have faith in our political system; and I think that there was a very clear expression of support for community schools that was well heard. It is thus possible that there would not be any more further reductions in community school funding...

The main legal framework governing the operation of the community schools was that discussed in chapter 5. In addition, the local school board had a policy in accord with the community school concept proposed by the government through the IDCSC. It was thus not surprising that a majority of the questionnaire respondents agreed to the suggestion that government laws and regulations, and local by-laws and regulations facilitated the operation of the community school.

Technological Conditions

It would appear that Kropong would share in the rapidly changing technological environment of the metro. However, apart from banking, the other major economic activities in the community consisted of small family operated restaurants, grocery stores, and repair services. The scale of operation of these did not appear to demand rapid technological changes. This was confirmed by questionnaire responses which indicated that only three of the 16 respondents "agreed" to the suggestion that the tools, skills, and knowledge required of jobs in the community changed very frequently. Five others "disagreed," while another seven were "uncertain."

No direct effect of technological changes was evident in the Kropong community school. For unlike many other city schools, Kropong community school did not have many modern computers for instructional purposes. In fact, unlike some city schools, Kropong did not have a computer room.

Other Social Factors

The data[14] indicate that the Kropong population had a very low level of schooling. In 1981, as high as 30 percent of the adult population (15 years and over) had less than Grade 9 education. This was three times the proportion of the city-wide population with that level of education. In fact, almost 60 percent of the adult population in Kropong did not complete secondary education. Only six percent of the adult population, about half the proportion of the city-wide population, held university degrees.

These data were consistent with the views expressed by eight of the questionnaire respondents that the community had a "large" to "very large" rate of illiteracy; five more thought the community had a "moderate" rate of illiteracy.

Nine of the 16 questionnaire respondents perceived the quality of the social service delivery system (health, recreation, etc.) in the community to be good. Only two viewed the system to be poor, while another one thought the system was very good. Additionally, the crime rate in the community was recognized by the school in its 1987-88 Charter Yearbook[15] as being very high; and this had become one of the major concerns of the school.

The Kropong community had its own local newspaper "The Kropong News" which came out every month, and which was published by the Kropong Neighborhood Association and distributed free of charge to all community members, agencies, and organizations. The paper allocated space to community groups, including the community school, which was featured prominently.

Direct Organizational Relationships

Kropong community school's direct relationships with other organizations included those with the school board, the local Board of Health, the district social services, the Kropong Community Services Center, the district Parks and Recreation Department, the Kropong Neighborhood Association, a local church, and the city Police Department. Apart from the school board and the Police Department, all the other organizations were members of the Community Groups Council of which the Kropong community school was also a member. The City School Board had direct control over the operation of the Kropong community school.

Operationalization of the Established Community School Characteristics--Processes, Programs/Activities, and Methods of Kropong Community School

The three levels of organization, namely, the institutional, managerial, and technical were affected by implementing the community school characteristics at Kropong community school.

The Institutional Level

The school board, hereafter referred to as the Board, had a well developed policy on community schools which reflected the dimensions or characteristics of community schools established by the provincial government's Interdepartmental Community School Committee (IDCSC), an observation which was confirmed by the chairperson of the Board.

The chairperson of the Board pointed out that control over the operation of Kropong community school, and for that matter all community schools operating under the Board, had not been any different from the Board's control over non-community schools. The chairperson stated that this had been the case because the Board had concerned itself with development of general policies which were broad enough to permit all individual schools under the Board to deal with their own peculiar circumstances in creative ways. In addition, the practice of school-based budgeting system used in the school district allowed for more input at the school level. The following were the words of the chairperson of the Board when discussing the Board's influence and control over the Kropong community school in relation to other non-community schools:

> I don't think control has been any different. The Board has traditionally been a body that concerns itself, for the most part, with the writing of policy so as to ensure that we are not restrictive or constrictive in terms of the functions of individual schools and the people within various communities with extraordinary circumstances. We make our policies reasonably general, and as a result of that I believe we have people responding to our expressions of concerns for what we would like to see happening ... We have perhaps a little more unique a situation than some may, in that we have a school based budgeting process ... This provides for the principal and the school to make

> decisions about the functions of their facility with involvement of the community personnel, students,parents, non-parents, ... in a way that we really don't have much control over.

Although the chairperson of the Board did not have any complaints, or express any concerns about the operation of Kropong community school specifically, he did point to a concern that had been expressed to the Board as to "whether the involvement of parents and other community people is involvement to the extent that it becomes interference" and went on to emphasize that "we need to be sure that the community involvement does not interfere with the overall process; and I think that is something we would like to ensure that it doesn't happen."

The Managerial Level

Mediation

The mediation aspect of the school consisted of the ways and means of maintaining linkage between the school and its external environment. The functions and activities of a number of administrative bodies or structures (components of the process elements) and personnel fell into the mediation role at the Kropong community school.

Administrative Structures/Bodies (Process Elements)

The administrative structures or bodies consisted of the Community Groups Council (CGC), Parent Advisory Committee (PAC)--two bodies which performed the function of a community school advisory council, Ad Hoc Committee on Charter Yearbook, and Community Related Curriculum Committee.

The Community Groups Council (CGC). This body consisted of representatives of the social agencies and organizations which provided services and activities in the Kropong community. Representatives included those from the following agencies and organizations: Board of Health, Social Services, Kropong Community Service Center, Kropong Neighborhood Association, Boys and Girls Club, Home for Children, a church, and the Kropong Community School.[16]

The Council met once every month with a rotating chairpersonship. Its main function was to discuss the activities of the various agencies and organizations providing services in the community to ensure that the activities of the various agencies/organizations did not overlap. When certain funds were also available for a social function in the community, the Council might decide which agency or organization should receive the money. For example, the Council in 1986 decided that the Parks and Recreation Community Incentive Grant of $750.00 a year would go to the Kropong community school to help operate after-school sports and games programs for the children in the community.

The outgoing principal pointed out that the decision not to combine this Council with the Parent Advisory Committee (PAC) to constitute one community school advisory body was deliberate. The two groups had been brought together before but it was found that the parents, most of whom were of low socio-economic status, felt intimidated by the members of the CGC who were mostly professionals, hence a conscious decision was made to split them.

The Parent Advisory Committee (PAC). The PAC consisted of any number of parents who attended its meetings. Apart from the executive, made up of the chairperson, vice-chairperson, secretary, treasurer, and the key communicator, all of whom were elected annually, membership was open to all parents.

Teachers attended the PAC meetings, and the outgoing principal pointed out that because of the long term involvement between parents and teachers, the parents felt less threatened than they otherwise would be in the presence of professionals. The cordial and friendly atmosphere, and the feeling at ease of parents were also observed by the researcher who had the opportunity to attend a number of the PAC meetings in his association with the school. The chairperson and the outgoing principal also pointed out that the meetings of the PAC were open to other community members. However, some community members were not very sure of this and suggested that efforts be made to have community members who were not parents of school children involved.

The PAC, like the Community Groups Council, met once every month. It served as a forum for discussing the operation of the school. It played an important role in the development of school budget[17] by giving input in terms of what it would like to see the school do, and by reviewing the budget once it was completed. By discussing programs and activities of the school, either brought before it by the school personnel or originated by the PAC itself, members offered suggestions on various aspects of the school's operation. But as the new principal pointed out, "... their decision will not necessarily be the final word. That one still rests within my role."

The PAC also served as a fund raising body for the school, and it organized parents and other community members in providing all kinds of voluntary work in the school. Finally, the PAC was also in charge of organizing special events in the school, such as the spring tea, crafts fair, and christmas concerts. At the time of the study, the PAC was trying to get into bingos, casinos, and selling tickets for the Grey Cup and Stanley Cup as a means of raising money for the school.

Ad Hoc Process for Preparation of the Charter Yearbook. At Kropong school, the time of preparing the Charter Yearbook brought together all segments of the community in an ad hoc committee to provide input into the development of the Charter Yearbook. [18] The outgoing principal described the process in this way:

> We want to get as broad a view as possible of the school when we prepare the Charter Yearbook ... So what we do is go out and actively canvass for people to join us for, usually a supper meeting one evening, lasting probably about five hours. We try to get as broad a cross section of the community as we can possibly get for this purpose, because they will all have different perceptions of the school. Hence we try to get members of the professional community [agency representatives], professionals in the community that do not have children in the school, parents who have children perhaps attending other schools, adults who do not have children, senior citizens, and others. At the meeting, we engage them in activities where they evaluate our programs with our objectives which are given to them in writing well in advance, and then identify directions that they think we should go for the coming year.

The outcomes of this meeting, the outgoing principal pointed out, would not be the Charter Yearbook, but would serve as information that would help the school develop the Charter Yearbook. But the characteristic of "collegiality" among teachers, parents, and community members was very much exemplified in this ad hoc committee.

There was no student representation on this body. But students' input into the Charter Yearbook was usually obtained through a questionnaire survey of the students.

Community Related Curriculum Committee. This committee was established to facilitate the implementation of the first characteristic of a community school, namely, community related curriculum. Consisting usually of four to five teachers with the principal ordinarily acting as the chairperson, the committee had the responsibility of coordinating the school's activities in the community related curriculum. In the process of planning theme-related activities, often involvement in the committee's work was also sought from local businessmen and other community people. For example, as culminating activity of the theme "you are what you do," students investigated different kinds of careers. This called for extensive involvement of the community members in the activities of the committee, indicating another example of collegiality.

For each year, the committee developed two major school-wide themes focussing on community issues and utilizing community resources. Since Kropong was a multicultural community, several of the themes, according to the outgoing principal, had had a multiculturalism as focus. Other themes included energy awareness, "you are what you do," social hygiene, sexual awareness, sexual assault, friendship, halloween, "a community is ...," "snow," and "the future."

Another important function of the committee was the development and updating of community resource files. The community resource files contained a list of all possible places students could visit while on field trips, including those in the Kropong community itself and in other parts of the city, such as archives, museums, art galleries, businesses, government agencies and institutions, landmarks, and farms. Information on each of the places included location, contact person, phone number, period of advance notice, programs/services offered, and preparatory activities preceding the visit. The files also contained a list of possible resource people who could be invited to the school as guest speakers.

While the committee coordinated the curriculum related activities by developing themes, assembling resource materials, and helping to organize school-wide, typically cross-grade activities, all teachers took responsibility for developing the materials and plans for their own classroom activities. A staff member was required to pre-plan a topic before December which was implemented any time after Christmas.[19] The implementation of community related curriculum themes was usually carried out between January and April.

Administrative Personnel

Unlike community schools in some jurisdictions, Kropong did not receive 30 percent funding from its Board. As a result it could not hire its full complement of community school administrative personnel; it did not thus have any community school curriculum coordinator. The principal, community school coordinator, and the chairperson of the PAC thus constituted the administrative personnel whose functions related to the mediation role in the school.

Principal. A man in his thirties with a graduate degree, the principal had headed the school since 1982.[20] Though he had no prior experience with community schools, he had, before coming to head the school worked as a consultant to the school during which time he addressed issues like school climate and student discipline. But as he put it, he "just became sold on the concept [of community school] through experience in the school." The principal was, at the time of the study, leaving the school for further studies.

The outgoing principal pointed out that the traditional role of the principal did not change in the community school; but the role required greater concentration in certain areas. Among the areas he identified were involvement of the community, leadership towards the principles on which community education was based, and the importance of shared decision making. In a community such as Kropong, he saw the school as a major vehicle for developing a sense of community among the adults. He put his views in this way:

> The much stronger orientation toward working with the community is always present; and so is getting the people into the school to use the facilities. But probably more important than these, at least at Kropong, are the people feeling comfortable about the school, and developing a sense of community in the area so that the people wouldn't feel alienated from the school.

Even though he saw a lot of his role in public relations, he did not think that he would perform any less public relations function in a non-community school.

The Community School Coordinator. The coordinator position was perceived by all respondents as representative of a key role, in the operation of the community school. It was occupied by a lady in her forties with secondary education, who had been a coordinator in the school for about four years. A member of the Kropong community, before taking on the position of coordinator, she had worked for about seven years at the Kropong Community Service Center. There, she was engaged in different sorts of jobs, including working in the nursery, acting as teacher aide in the Kindergarten, and as office clerk. She also served as a teacher aide in the Kropong school just before it had become a community school.

One of the major functions of the coordinator was to facilitate the implementation of the community related curriculum. She did this by linking the school to community agencies and resources which could be utilized in field trips and student projects. Through various means such as surveys and informal contacts, she also identified parents, senior citizens, and other community members with specific skills who could help the school as guest speakers or volunteers in the classrooms. She also attended to all arrangements regarding the use of community facilities for instructional purposes, and obtaining guest speakers for classes.

Another major function of the coordinator was ensuring accessibility to school facilities by various community groups and members by supervising rentals and booking of the school facilities. Thirdly, she facilitated parental and community involvement in the decision making process of the school by liaising with such community members and making them welcome in the school, and by liaising with other community agencies. She also organized and supervised voluntary activities by parents and other community members in the community room, and at special events and activities of the school.

The community school coordinator also ensured the development and maintenance of special programs and activities for pre-schoolers, school-age children during and after school hours, and adults, such as the bookmates, nutrition program, clothing bank, and sports and games.

Chairperson, Parent Advisory Committee (PAC). This position was occupied by a retired man. Elected by the members of the PAC every year, the chairperson was a voluntary position. As chairperson, he worked closely with the principal and the community school coordinator in the day to day operation of the community school. He also worked with the Kropong Neighborhood Association in the coordination of the activities of the community Block Parent and the Neighborhood Watch programs.[21] Working with the principal and the community school coordinator, the chairperson also coordinated and planned monthly special days. He also organized members of the PAC in fund raising activities for the school.

Procurement of Financial Resources

Funding was an important factor which impacted on the operation of the Kropong community school. Kropong and other community schools operating under the

Metropolitan Public School Board were not receiving the 30 percent portion of the community school grant from their Board. The school's outgoing principal described the school's plight in this way.

> In most districts where community schools exist, the community school grant is matched on a 70:30 basis by the school board; so if at Kropong we receive $70,000.00 from the government, we would have $30,000.00 from the school board. Well, that is not the case in the ... School Board. There is no additional allocation from the Board so we are faced with having to implement the ideas behind being a community school essentially with $30,000.00 less than what other schools in other districts might have. That means that we cannot have some of the positions.

With the 50 percent budgetary cutback imposed on all community schools effective from the 1987-88 academic year, the Kropong community school in effect began operating without any grant from the School Board and only half of the grant normally provided by the provincial government.

However, the Kropong community school was receiving small grants from other agencies and organizations in the Kropong community and other parts of the city. These funds included an amount of $750.00 per year from the Parks and Recreation Department in the district, and other grants for specific programs and activities from such agencies as the Kiwanians, the City Center Church Corporation, and individual local churches.[22, 23] There were some limited funds available to the school from fund raising activities such as bottle drive, bake sale, white elephant sale, book sale, and toy sale,[24, 25, 26, 27] organized by the Parent Advisory Committee (PAC) of the school.

Internal Management

At Kropong community school, internal management matters consisted of the school philosophy, open door policy, days and hours of operation, community involvement and procedures (a major component of the process) and the school plant.

The School Philosophy

The philosophy of the school basically had three main elements, namely:[28, 29]

1. "that children learn best when communicating and integrating real life experiences;"
2. that all people should be "treated with respect and dignity;" and
3. that each child is unique and should be taught and challenged at his/her own level.

It was a clearly written statement of philosophy which was also well articulated and practised by both teaching and non-teaching school personnel, as evident by the real life activities of children during the teaching-learning process, and the way school personnel related to students.

It was apparent that the school philosophy had a strong focus on relevant learning experiences and on respect for the child. However, there was also a concern for the development of a sense of community among community members, and the school's willingness to cooperate in finding solutions to practical problems of the community which was not so clearly evident in the statement of philosophy. Some other document of the school reflected this to some extent in the statement "... at Kropong community school, we believe that education is a lifelong process for which parents, community, and the school share responsibility. As a community school, we strive to bring the partnership among these three to life."[30]

The development of the philosophy of the school was a cooperative effort of the school leadership, staff, parents, and the students; a practice which emphasized the community school characteristic of "collegiality." The process towards its development was described by the outgoing principal as follows:

> We involved in that process all the people that we thought we possibly could--students, parents, teachers, and so on. We did it at PAC [Parent Advisory Committee] meetings; we held special meetings; we used staff meeting times; we had special staff meetings; and by so doing did try to involve all the stakeholders.

Interviews with the respondents of the study indicated that they were satisfied with the level of involvement they had had in this area and would not like to see any changes there.

Open Door Policy

In the local community newspaper of February 1987,[31] the school leadership spoke of the open door school/classroom policy, a policy not codified in school documents, but which was evident in practice. The community people saw it, felt it, took advantage of it, and used different words to describe it. The community school coordinator who was at one time a parent of the school compared the situation in the school as a community school to what the school used to be by saying:

> Well, I will tell you how it used to be when my son was going to school here. The only time that I came into the school was for parent-teacher interview; that was the only time. There were no open doors; somebody saying, come in and have a cup of coffee, or come in and see a teacher, or walk around at recess time with a teacher when he or she is on supervision. Since the school has become a community school ... there are many, many parents coming in and getting involved; doing all kinds of things, ... They like going into the classrooms and they are welcomed by the teachers to go in to help.

An observation on the school's open door policy by a humble parent with a Grade 6 education was most touching. She said:

> ... when I came to the school I could not believe what I saw.You could go in at any time and talk to anybody. You can knock at the door and talk to the teacher, the principal, or whoever. You can sit down and have a coffee and talk to somebody else, and that is not in other schools. There is openness here. My son went to regular school for four years and when I go there any time, the teachers ask, who are you? But here I was known on the first day that I came here.

During the two weeks the researcher was in the school, and the subsequent visits he had to the school, there was not one single day that he saw less than six parents in the community room; and there were days they came in larger numbers. They came in to work, to consult, and at times just to sit and relax. To many of the parents and community members the school appeared to be a true community center, if not a "second home."

Days and Hours of Operation

During the 1986-87 academic year (September 1986-August 1987), the school operated every day of the week. During the weekdays, the school facility was opened for use from 8:30 in the morning to 10:00 in the night; and on weekends from 8:30 in the morning to 5:00 in the evening. Following the budgetary cutback which took effect from September 1987, the school facility began to be opened from 8:30 in the morning to 9:00 in the evening during the weekdays; and from 11:00 in the morning to 5:00 in the evening over the weekends.

In the 1986-87 academic year, the school was in operation for eleven months and one week. The last three weeks of the year during which time the school facility was not in use were used for cleaning and maintenance in preparation for the following year. For the 1987-88 academic year, as a result of the budgetary cutback, the school had planned that the school facility was to be opened for ten months only. It would be closed during the July-August period.

Community Involvement and Procedures (Process Elements)

At Kropong community schools, there were a number of ways by which involvement was achieved; while procedural matters appeared to be quite similar to those of other organizations.

Community Involvement. An important step towards the development of such an element among a group of people, Minzey and LeTarte (1979:138) argued, is: "development of interpersonal relationship--the group will be in need of group identity and 'espirit de corps.' Time should be taken to make the members of the group feel comfortable and needed."

At Kropong community school, this step was a very crucial one, especially with parents of the inner city. The following was the way the outgoing principal described the situation:

> Involving the parents has been a challenge in Kropong because most of the inner city parents do not often feel comfortable in the school; and some of them may not be terribly literate ... What we have been able to do is to get people in initially almost for social support. That's why we have the coffee pot always on, and a table around which people can just sit and talk. Through this, we are able to slowly integrate them into our activities, as they become comfortable in the school.

Kropong school appeared to have been quite successful in its attempts, for to some extent, parents and community people appeared to be fairly well integrated in many activities of the school, such as in the ad hoc committee for the development of ideas towards the preparation of the Charter Yearbook, the Community Groups Council, and the PAC. The ad hoc committee brought together a broad spectrum of the community, including agency representatives, other professionals in the community, parents, and other community members to develop direction for the community school.

The Community Groups Council (CGC) brought together representatives of the various agencies and organizations to exchange ideas and to coordinate their activities towards solving community problems. And the PAC also served as an important mechanism for ensuring parental involvement in the decision making process of the school. This body had input in the kinds of programs and activities the school would implement, determination of school philosophy, school budget, and many kinds of fund raising activities for the school.[32] Involvement, particularly by parents, was also evident in the implementation of programs and activities both at the school level and in the classrooms.[33]

In spite of the open atmosphere within the school and the number of avenues available to community involvement, many respondents felt that there was need for more involvement, particularly by parents. The feeling was expressed that only some of the parents were involved while others did not seem to care. One parent expressed her concern generally, and particularly about lack of involvement by New Canadian parents in this way:

> We wish we could get more parental involvement. I have been a regular parent here for about seven years. I have seen that there are some parents that really get involved but others don't really care. There are some foreign people too who can't speak English and so they don't come in very often.

One teacher also had another explanation for the lack of involvement by new immigrant parents. She said "In general New Canadian parents are sort of afraid to come to the school because they think the only time that they are called in to come to the school is when their children are having problems."

Tables 5, 6, and 7 [extracted from Appendix XXIII (Responses to Question on Level of Emphasis School Placed on Different Aspects of School Operation--Kropong)] present the perceived level of emphasis the school put on the involvement of different groups in three major aspects of school level decision making. The questionnaire data indicate that involvement by school support staff and parents in school administrative bodies and committees was perceived to have been relatively more emphasized by the school than involvement by other community groups and members in such bodies. This is indicated by the higher Mean scores on Perceived Emphasis for support staff and parents' involvement on such bodies relative to other community members and groups, as summarized in Table 5. In this Table (and in Appendix XXIII) the perceived emphasis on the left is measured on a scale of 1 to 5 while the adequacy of the emphasis, as seen by the respondents, on the right, is measured on a scale of 1 to 3.

Table 5 shows that the emphasis the school put on involvement by the different groups (that is, excluding regular school teachers and students) except for adult students/clients and instructors, in administrative bodies and committees of the school, was seen to be adequate judging from Adequacy Mean scores of 1.7 and 1.8. There was also good consensus among the respondents, as evidenced by the low Standard Deviations.

Table 5

Perceived School Emphasis on Involvement by Selected Groups in School Administrative Bodies and Committees--Kropong

Perceived Emphasis	Adequacy
5=Very Strong 4=Strong 3=Moderate 2=Little 1=None	3=Too Much 2=Adequate 1=Too Little

N	Mean	SD	Groups	N	Mean	SD
15	3.9	0.74	Regular School Teachers	15	2.1	0.26
13	3.1	0.76	School Support Staff	11	1.8	0.41
16	3.1	1.03	Parents of Regular School Students	16	1.8	0.45
15	2.7	0.80	School Volunteer Staff	14	1.8	0.43
12	2.7	0.89	Other Community Members	11	1.7	0.65
11	2.1	1.22	Regular School Students	11	1.3	0.47
9	2.0	0.87	Adult Students and Clients	8	1.4	0.52
11	2.0	1.00	Instructors of Non-regular school Programs and Activities	10	1.3	0.48

Moderate emphasis was perceived to have been put by the school on the involvement of parents in decisions relating to non-regular school programs and activities for adults, pre-schoolers, and school children after school hours, as indicated by the Perceived Emphasis Mean score of 3.1 in Table 6. The Perceived Emphasis Mean score for each of the remaining selected groups was below 3.0.

Table 6

Perceived School Emphasis on Involvement by Selected Groups in Decisions relating to Non-regular School Programs and Activities--Kropong

Perceived Emphasis 5=Very Strong 4=Strong 3=Moderate 2=Little 1=None				Adequacy 3=Too Much 2=Adequate 1=Too Little		
N	Mean	SD	Groups	N	Mean	SD
14	3.1	1.07	Parents of Regular School Students	14	1.6	0.50
13	2.9	0.64	Instructors of Non-regular school Programs and Activities	13	1.8	0.38
14	2.7	0.73	School Support Staff	13	1.8	0.44
12	2.7	0.89	Other Community Members	11	2.0	0.45
10	2.7	1.06	Adult Students and Clients	9	1.9	0.33
15	2.6	0.83	Regular School Teachers	15	1.9	0.35
14	2.6	0.84	School Volunteer Staff	13	2.0	0.00
10	2.5	0.97	Regular School Students	9	1.8	0.44

Table 7 shows that the emphasis put on involvement by all the selected groups (excepting teachers and students) in decisions relating to the implementation of subjects and courses to be taught in the regular school program was perceived to be less than moderate; though emphasis put on parental involvement was perceived as being very close to moderate, with the Perceived Emphasis Mean score of 2.9.

Table 7

Perceived School Emphasis on Involvement by Selected Groups in Decisions relating to Implementation of Subjects and Courses to be taught in the Regular School Program--Kropong

Perceived Emphasis

5=Very Strong
4=Strong
3=Moderate
2=Little
1=None

Adequacy

3=Too Much
2=Adequate
1=Too Little

N	Mean	SD	Groups	N	Mean	SD
14	3.6	1.02	Regular School Teachers	14	1.9	0.36
15	2.9	0.92	Parents of Regular School Students	14	1.9	0.36
13	2.8	1.01	School Support Staff	14	1.9	0.36
9	2.8	1.09	Adult Students and Clients	8	1.9	0.35
14	2.6	0.75	School Volunteer Staff	13	2.0	0.00
10	2.3	0.82	Regular School Students	9	1.9	0.33
13	2.3	0.86	Other Community Members	12	1.8	0.45
11	2.2	0.79	Instructors of Non-regular school Programs and Activities	9	1.9	0.33

Interestingly, however, the emphasis the school put on almost all these selected groups' involvement in decisions relating to both the non-regular programs/activities and implementation of regular subjects and courses was seen by the respondents as being adequate, judging from the Adequacy Mean scores ranging from 1.8 to 2.0 (see Adequacy columns of Tables 6 and 7). The only exception was with the emphasis put on parental involvement in decisions relating to non-regular programs and activities, where the respondents felt it was not quite as adequate, given the Adequacy Mean score of 1.6 (Table 6). The implication of this seems to be that, except in the case of parental involvement in decisions relating to the non-regular programs and activities, the respondents were quite satisfied with the emphasis the school put on the level of involvement by various community groups and members. The consensus among the respondents on this issue was also quite strong judging from the low standard deviation scores.

Students' involvement in administrative bodies and committees and in decisions relating to implementation of programs and courses in the regular school program was perceived by the questionnaire respondents to be less emphasized by the school; while involvement in decisions relating to non-regular school programs and activities was about moderate. This is shown by the low Mean scores of 2.1 and 2.3 in Tables 5 and 7 respectively on the perceived school emphasis on student involvement in these two areas; and a Perceived Emphasis Mean score of 2.5 (Table 6) in the third area. However, while the emphasis put on students' involvement in decisions relating to non-regular school programs and activities, and in those relating to implementation of subjects and courses in the regular school program was seen as fairly adequate (Adequacy X.=1.8 and 1.9 in Table 6 and 7), emphasis on student involvement in administrative bodies and committees was seen as inadequate (Adequacy X.=1.3 in Table 5).

This lesser emphasis on student involvement in administrative bodies and committees was explained by the outgoing principal to be due to the fact that Grade 6 was the highest grade in the school, and students in such lower grades were not perceived as being mature enough for any extensive involvement in such matters. However, students' views were at times sought by the school through the use of the questionnaire and in class discussions of the relevant issues. From interviews with the students, it appeared that the students themselves felt quite satisfied about their level of involvement in the school decision making process through those means.

Involvement of teachers appeared to be quite extensive in most aspects of the school's operation. This was achieved through their membership on various committees. In fact, as Perceived Emphasis Mean scores of 3.9 and 3.6 in Tables 5 and 7 respectively indicate, involvement of teachers in administrative bodies and committees, and in decisions relating to implementation of subjects and courses to be taught in the regular school program was perceived to be quite strongly emphasized by the school. There were even some feelings that perhaps teachers involvement in committees and administrative bodies of the school was being slightly overemphasized, as indicated by the Adequacy Mean score of 2.1 (Table 5).

Teacher involvement in decisions about non-regular school programs and activities was perceived as being only moderately emphasized as evidenced by the Perceived Emphasis Mean score of 2.6 in Table 6. But the respondents felt that the level of emphasis was adequate as indicated by the Adequacy Mean score of 1.9; and the level of consensus on the adequacy was also good as seen from the Standard Deviation of 0.35.

Evidence from the interviews also indicates that involvement was rarely sought by respondents in the areas traditionally reserved for management decision making. For example, few of the respondents expressed the desire to be involved in the appointment process of the principal or the community school coordinator. This was true of all categories of respondents be they teachers, parents, or community members. Only one teacher felt strongly that teachers should be involved in the appointment process of both the principal and the coordinator; and only one parent expressed the same view for parent involvement.

Procedures. Major procedural matters the researcher observed at Kropong community school included representative membership, scheduling meetings, and decision making styles, particularly as these related to the Parent Advisory Committee (PAC). Membership in the PAC was open to all parents. Teachers and the general public could attend, and teachers did often attend; and they all had votes when they attended the meetings. However, the executive members were all elected annually.

Meetings of the PAC were fixed for the first Wednesday of every month. However, emergency meetings to discuss particular issues could be scheduled between meetings. It was observed that two decision making styles were most often used. One was the parliamentary procedure of majority vote, while the other was achieving consensus. In matters relating to the election of executive officers, the majority vote was the basis of arriving at a decision. However, on most other issues at regular meetings, discussions went on until consensus was reached.

The School Plant

The school facility had been modified in the following ways to facilitate community use and education activities.

The Community Room. When the school received its designation as a community school, one classroom was converted into a community room. The community room had an open area with table and chairs, making it convenient for use as meeting place for school personnel and community groups. It also served as a drop-in center where parents, community members, and school personnel could just sit and visit. To facilitate such socialization, free coffee was provided in the community room.

Attached to the community room were a kitchen with facilities for cooking and laundry, a clothing bank, and the office of the community school coordinator.

The Gymnasium. To enable the school to program community activities such as film evenings or theatre groups in the gym, acoustic panelling was installed in the gym. In addition, to make the gym more desirable for adult user groups, the school added basket ball hoops. The gym also had showers for general use.

Bulletin Boards. These were added in the school's open areas so that the school could display its work for public view. Additionally, information about various after-school programs was displayed at appropriate places in the public areas of the school.

New Plans for Facility Adaptation. At the time of the study, there were plans for two major projects aimed at improving the use of the school facility by both students and community people. The first was an attempt to make the first floor of the school accessible to wheelchair people. The main floor of the school which contained many of the important facilities and services of the school could be accessed only by steps.

The other major project was improving the quality and quantity of the playground equipment[34, 35] for use by both students and community people. The outgoing principal put his concern for the playground in these words:

> More recently we have been trying to expand our playground because we think that is important not just for users of the school; but because there aren't a lot of park facilities in the inner city. Our school park gets used a lot and I don't see that what we have got out there is adequate for community use as well as for school use.

The Technical Level

This section describes the various programs/activities, methods, and services provided by the Kropong community school as it attempted to meet the characteristics of community schools established by the IDCSC.

Bookmates: A Pre-school Program

The Bookmates was the major pre-school program existing in the school at the time of the study. It was a free program which aimed at providing disadvantaged pre-school children in the inner city (Kropong area specifically) with "a headstart for reading."[36, 37, 38] The philosophical basis for the program was expressed by the outgoing principal in these words:

> I do not believe that the answer to poverty is the intervention at the adult age. I think that you need to provide experiences for young children that will help them to be more successful in school and in life in general.

In this program, what the school referred to as "at risk" disadvantaged children between the ages of three and five years were paired with trained volunteers for pre-school experiences. Working with the public health unit, these children were identified, and each child was assigned to one trained volunteer. Once every week the trained volunteers, who were students from an Early Childhood program in a co-operating college, picked up the children from their homes and took them to the local public library for about two hours. At the library these children were given "book experiences" such as being read to, and studying pictures as a means of developing familiarity with books, and given the opportunity to share experiences with the volunteers.

At the conclusion of the visit, the children signed out books which were taken home; and parents were encouraged to help their children make use of the books at home. Among the benefits of the program were the one to one relationship which existed between the children and the volunteers, exposure of disadvantaged children to books, the well deserved break given to the parents, and of course the fact that it was a free service. A parent, whose child had been involved in the program, expressed her view about the program:

> I have found it really enriching ... he [the child] has learned to be with somebody outside the family ... The first two weeks the volunteer came and it would take about fifteen minutes for him to get out of the door. But after a while he would be at the door for her. I think it was really beneficial.

The organization and implementation of the program involved a number of agencies, namely, the local public library, the public health unit, a local community college, a club and a Foundation which provided the bulk of the funding, and the school. The program was thus a good example of interagency cooperation, one of the characteristics of community school, practised by the school.

In the first year of the program (1985-86), there were approximately 30 children involved and by the second year, the number of children had gone up to 56.[39] On the whole, however, many of the respondents interviewed felt that the school could offer more in terms of pre-school programs and services. This is also confirmed by data from the questionnaire (Appendix XXIII, item 45) which show that respondents perceived the school as putting little emphasis on such programs and services. This level of emphasis was seen as being only fairly adequate by the Adequacy Mean score of 1.6, with a Standard Deviation of 0.51 indicating a relative good level of consensus. One area of service many respondents mentioned the school could consider was the provision of a baby-sitting service.

In-School Programs/Activities and Methods Involving Regular School Students

The Nutrition /Snack Program

The poverty in the Kropong community manifested itself in the Kropong community school in many ways. One of these was that many children went to school without having taken any nutritious meal at home;[40] some had not even had any meal before going to school. The school was very much aware of this problem. Thus in cooperation with other community agencies and organizations, including the City Center Church Corporation, the school had developed the nutrition or the snack program for all the school children.

Under the coordination of the community school coordinator, a well balanced meal was served to all children of the school in their classrooms just before recess at 10:00 every morning.[41, 42] While the students took the snacks in the classrooms, the teachers explained to them the nutritional values of what they were eating.

The shopping for the snacks was done by a volunteer, who at the time of the study happened to be the chairperson of the Parent Advisory Committee (PAC). Each day, two to four parent and community volunteers prepared the snacks.

Funding for the food program was provided by the City Center Church Corporation and other community agencies. Funds for the paper supplies were normally provided by the school, supplemented by token charges from the parents.

The Clothing Bank

This program was instituted to help needy students who would come to school inadequately dressed, especially during the cold winter season. Through the efforts of the community school coordinator, other schools that had lots of things in their "lost and found" boxes would, at the end of the school year send these items, many of which looked new, to the Kropong community school to be added to their stock in the clothing bank.

Teachers would normally refer students who were inadequately dressed to the clothing bank. However, students would also go to the clothing bank themselves to look for clothes. Unfortunately, a parent mentioned to the researcher that some parents did not like their children going home with clothes form the clothing bank, since they viewed such as receiving charity, in spite of the fact that such parents themselves were not in a position to provide the children with the necessary clothing.

Sometimes too, the clothing bank provided assistance to families who were in emergency situations. The community school coordinator described a situation where a family in the community lost their belongings, including clothings, in a fire. "Fortunately, we were able to accommodate them from our clothing bank," she concluded.

ESL (English as a Second Language) Program

The school often had a number of children in whose homes English was not the spoken language. As a result, a strong ESL program existed in the school for such children. The initial screening for identification of such students was normally done by the School Board which provided funding for the program. During the time of the study, there were 20 students enrolled in the program, 14 of whom were funded. Most of the 20 students were of Chinese, Vietnamese, or Polish ethnic origin.

The students met for about half an hour, four times a week for instruction. Parent and community volunteers were extensively used in this program for helping students with their reading and speaking.

The Multicultural Program

The multicultural program[43, 44, 45] was coordinated by a multicultural librarian, who worked in cooperation with the community school coordinator. The program aimed "at helping children develop pride in their own culture, and understanding and acceptance of the cultures of others."[46]

In every month, one culture was chosen which served as focus for study. The multicultural program coordinator identified five main cultural or ethnic groups in the community around which the program centered. These were Native Canadians, Chinese, Vietnamese, East Indian, and others.

The program involved several library sessions by each class with the program coordinator, visit to relevant cultural centers or areas such as a Native Reserve or Chinese Cultural Center, visit to school by appropriate resource persons, and school assemblies at which activities of the relevant cultures, such as traditional dancing and ceremonies, were presented. In the process of these activities, students learned the meanings of certain cultural practices and hopefully developed understanding of some of the values of the different cultures. However, a concern expressed by one respondent, particularly in relation to the Native Canadian culture, was that in teaching the culture, there was "too much emphasis on the past" and that there was need for the study of the culture to be more future-oriented.

As part of the program, the school also hosted several activities of the various cultural groups, such as Chinese New Year and Irish Feast.[47, 48, 49, 50] At the time of the study, the budgetary cutback caused the coordinator in charge of the program to worry about the possible termination of the program, which provided such useful experiences for the children.

Student to Student Help in the Teaching-Learning Process

One of the characteristics of community schools was "everyone a teacher," being the other side of "everyone a learner." It is easy to see how students functioned as learners. But how did the Kropong school implement the "everyone a teacher" with regard to the students? There were at least two major ways by which the students were used in pursuit of the characteristic of "everyone a teacher." These were through the Students Teach Students, and the Student Helper Group programs.

Students Teach Students. In this program, students from the upper level grades, normally Grades 5 and 6, would go to the lower grades such as Kindergarten or Grade 1 as buddies, to help them in the Math lab or with reading.[51, 52, 53] A systematic arrangement by the teachers concerned ensured the effectiveness of the program, and ensured that the upper grade students did not lose out on their own lessons. One teacher in an upper grade level whose students had been going to the lower grades stated:

> We have a variety of committees, such as Kindergarten committee, where each student becomes a committee of the whole class, and goes to spend about an hour in about every ten days assisting in the Kindergarten classroom. I have other students as committees who work on tutoring other students who are having difficulties in lower grades.

A teacher in a lower grade who had been making use of the senior grade students had this to say:

> I have used students from other classrooms to help ESL children in my classroom, to help me with gym programs,that is to come to my class and to utilize their own talents in terms of bringing equipment out of the gym and so on. And I have used Grade 6 children on my field trips to help me organize my groups.

One Grade 6 student who had been involved in helping students in the lower grades described his involvement as follows: "I help them [the lower grade students] like doing some maths or reading. I also get out awful lots of library books for Grade ones and twos, and help them to read. I like this, and that is why I do it."

Such practice of students "teaching" other students did not occur only across grade levels. In their own classrooms, students had the opportunity to talk to their classes about their own cultural background, and thereby enlightened not only their friends, but even their teachers, about their cultures. At the time of the study, the school was investigating the possibility of utilizing secondary school students from a neighborhood high school in the program.[54]

The Student Helper Group. Students would choose to go to their own peers for help to settle a problem, rather than to the principal's office.[55] It was a means of providing the students with leadership roles where they could be effective. The Group consisted of six upper primary students but they took turns in discharging their duties in pairs.

The Group usually dealt with minor problems arising between friends such as disagreement over something or minor fights. One of the students involved in the Group described its role and how he felt about the Group as follows:

> If two kids have problems they may come down to the office. But if they don't want to see the principal, they can come and see me and my partner and we will help them solve their problems. I like it this way.

The questionnaire data also revealed that the respondents perceived the school as moderately emphasizing the use of students as resource persons in the teaching process, an emphasis which was viewed as adequate, based on Mean scores of 3.3 and 1.9, for Perceived Emphasis and Adequacy respectively (item 11, Appendix XXIII).

Students Out in the Community

One major aspect of community-related curriculum was described by the IDCSC as follows: "Students go into the community to use available facilities and resources, and to provide service while they learn" this being complementary to "Community people in the School and in the Classroom."

Use of Community Facilities and Field Trips. Field trips into the community and beyond were encouraged by the school.[56] In the immediate community and surrounding areas, the school made use of such facilities as the swimming pool, the library, the extended care center, animal hospital, local community service center, the fire hall, the cultural center, and local businesses for various types of instructional purposes, such as swimming lessons, learning about the activities of the facility, and studying about the different kinds of work in the community. In addition, the school used a nearby stadium for its annual "jog-a-thon" in which students were sponsored for jogging certain distances, a very important fund raising activity of the school.[57, 58, 59,]

More distant field trips were also undertaken by the students to such places as museums, parks, Space Science Center, the Citadel Theater, auditorium of the local university, lakes, planetarium, a physical model of the city's early days, Nature Center, zoo, and an Outdoor Education Center.[60, 61] While the field trips to most of these places lasted only a day, others such as those to the Outdoor Education Center involved an overnight stay by the students.

Such use of the facilities in the community and beyond was also confirmed by the questionnaire data. The Perceived Emphasis Mean score of 3.3 for item 12 (Appendix XXIII) indicates that the respondents perceived the school as having put more than moderate emphasis on the students using physical facilities in the community for learning purposes. The Adequacy Mean score of 1.9 for the item indicates that the respondents also viewed such emphasis as being quite adequate.

Exchange Program with an Indian Reserve School. To help Native students understand and cherish their culture, and to help other students to appreciate the Native Canadian culture as part of fostering multiculturalism among the students, the school had an exchange program with an elementary school on an Indian Reserve. During exchange visits between the Kropong school and the Reserve school, students engaged in sports, traditional and contemporary Native dancing, games, and drumming.[62, 63]

One non-Native parent said:

> I would like to see our community members and our community school get more involved. Maybe one year one or more community schools can come here for one day, and we as a community school would go out to theirs, a kind of exchange program with other community schools. We already have one here with ... Indian Reserve. We have had this with them for about three years. That is very nice, and it will be nice to have more community schools involved in this kind of program with our community school.

In referring to the Kropong community school as "we" and "our," this parent exemplified an identification with the school. The outgoing principal of the school referred to this "we-ness" as an important thing to work on as a means of getting the parents to identify with the school, and he felt he had been quite successful in that. The strong identification with the school evident in the above statement by the parent very much confirms the principal's belief.

Community Clean up Program. This program was organized by the local Parks and Recreation Department in cooperation with a number of schools, including the Kropong community school. However, the agency official pointed out that it was much easier to organize this program by working through the community school coordinator. She pointed out that "in some of the other schools where we don't have that liaison, frequently, the information gets lost in the office because nobody takes it up."

The program which aimed at teaching the children to have pride in their environment and to assume some responsibilities involved having the school children clean up their school yard and the parks in the community.[64, 65, 66, 67] It was carried out every spring and at times during the fall too.

Service to Senior Citizens. During the Christmas season, the students would visit the Kropong Extended Care Center to put on a Christmas concert for its aged residents.[68] This and the clean up were the two major services the students provided to the community. The respondents perceived these as receiving moderate emphasis by the school and viewed this emphasis as fairly adequate, as indicated for item 19 (Appendix XXIII) by the Perceived Emphasis Mean score of 3.0 and Adequacy Mean score of 1.7.

Community Issues in the School and in the Classroom

As part of its conscious orientation to the community, called for under the characteristic of community issues, the Kropong school had been involved in a number of activities relating to safety, peace, and crime prevention in the community. These were in pursuit of the concern with the high crime rate in the community. Most of these activities were undertaken in cooperation with the City Police Department; hence they also demonstrated the operationalization of the community school characteristic of interagency cooperation. In addition, study and directly taking action on community issues had been included in instructional activities in the classrooms. Major among these kinds of involvement and instructional activities were the following.

Block Parent Program. This was a program run through the city's Police Department. The program aimed at identifying places in the community that children could go to if the need arose, such as being pursued by a stranger, being lost, or being in any kind of emergency situation. The school served as a center where community members who wanted to be block parents could go for application form, which when completed were sent to the Police Department for approval.

Neighborhood Watch/Crime Prevention Program. In this program, also run from the city's Police Department, members of the community actively watched for suspicious activities and created a network for reporting them, with the objective of reducing vandalism and solving other crime related problems in the community. The school worked in cooperation with the Kropong Neighborhood Association in coordinating the activities in this program and in the Block Parent program. This function was assigned to the chairperson of the Parent Advisory Committee (PAC) of the school.

Police Liaison Program. This program was run between the city's Police Department and a number of city schools, including the Kropong community school. It attempted to inculcate in students safety habits, positive attitudes towards the police, and to help students get used to police officers as friends.[69]

A police officer assigned to the school visited the school at least once every week for half a day.[70] The officer might at times visit classrooms and speak to the students on different topics, such as the role of the police officer, pedestrian safety, bicycle safety, winter safety, and attitudes towards strangers, and might spend time talking to the students informally in the corridor or in the community room.

As part of his involvement in this program, the police officer in cooperation with the school, occasionally organized the Police Day in the school.[71, 72] On this day, the Police liaison officer brought a few more members of the Police Department to the school and served hot dogs, orange drinks, and ice cream bars to students, parents, and school staff at lunch time. After lunch, the officers and the students would go to the gym to play games.

Student Identification Program. Concerned about the rising rate in missing and abducted children, the Kropong school had set up a student identification program under which children in the community, whether attending Kropong school or not, could have pertinent information stored so that should the child be lost, the information could be passed on to the city's Police Department by the school.[73, 74, 75] Information gathered on each child included a recent photograph, finger prints, and all personal data such as date of birth, sex, height, weight, color of hair and eyes, and medical history. A copy of the student identification program form is included as Appendix XXIV.

Participation in the program was voluntary and confidential. The record of information could be accessed only in emergency situations through the principal of the school or the school secretary. A consent form was required to be signed by parents in order for a child to be included in the program.

Instructional Activities in Classrooms on Community Issues. Instructional activities had centered around such issues as dangers in the community, strayed dogs and cats, characteristics of inner city focussing on areas including unemployment and the role of education in helping to improve the community. Two major community issues which started at the community level were related to traffic safety,[76, 77] and a possible closing of the local branch of the public library.

Over the years, the school had been concerned with the safety of the children crossing two major city streets bordering the school. In fact, several of the children had been injured while crossing the streets. The community members and the school requested the city Traffic Department to instal flashing lights at the crosswalks. The issue involved all classes including a senior grade Creative Writing class, called "writing for reason."[78] The teacher in charge of the Creative Writing class described what was done in this way:

> Part of my Writing program is what I call "writing for reason," and this is what we did last year, as an example when we were attempting to get a flashing yellow light out here. ... As a Grade... class, we discussed this issue and wrote letters to the Mayor of the city giving justification for why we felt we should have a flashing light.

Though the initial application was turned down by the city, following inputs by all parties concerned, including the students, two lights were installed.

Students in the Writing class wrote letters to the alderman for the area, protesting the possible closure of the local library. The city library board had denied any attempt to close down the library, though at the time of writing this report there were some uncertainties in the minds of many of the school personnel.

The emphasis put on community issues by the school is also confirmed by the questionnaire data in Appendix XXIII. Item 10 indicates that the respondents perceived the school as fairly strongly emphasizing study of community issues and problems, an emphasis which was also thought of as being quite adequate, as evident in the Perceived Emphasis Mean score of 3.4 and Adequacy Mean score of 1.8.

After School Programs/Activities for School Age Children.

The major after-school program for school age children was the "sports and games" held on Tuesdays and Thursdays from five to eight o'clock in the evening.[79, 80]

The program extended throughout the academic year, lasting for about ten weeks in the first term and slightly more than ten weeks in the second term. The program, meant for children in the community including those not attending the Kropong school, was organized on the basis of age groups. Children aged six to eight years participated from 5:00 to 6:00 p.m.; nine to twelve year olds participated from 6:00 to 7:00 p.m.; while teens participated from 7:00 to 8:00 p.m.[81]

The program was organized in conjunction with Parks and Recreation which also funded it.

In addition to these activities, the school organized intra-murals for the students during the lunch time. One teacher was in charge of this program on a voluntary basis.

Community Members in the School and in the Classrooms

Volunteers in Non-classroom activities.

Major activities undertaken by volunteers was participation in non-classroom school activities. One of these was their involvement in the preparation of the children's daily snacks under the nutrition program. In addition, volunteers were extensively used in lunch hour supervision.

Block parent phoning was another activity usually assigned to volunteers. After classes had started in the morning and after lunch hour, the teachers checked their attendance and submitted the names of students who were absent without permission from their parents to the office of the community school coordinator. A volunteer was then assigned the responsibility of retrieving the phone numbers of the parents. The community school coordinator then phoned each parent to ensure that the child had not perhaps gotten lost on way to school. When the coordinator was occupied, a volunteer did the phoning.

The participation of the parents in field trips usually involved being assigned a number of students to supervise while the students were out on visits to places in the community or outside the community as part of the community related curriculum.

Volunteers were used outside the classroom in preparation of instructional materials needed by teachers in the classroom such as making designs, cutting out pictures, and photocopying.

Other volunteer activities included participation in organizing special events in the school, and in fundraising activities such as a bake sale, a bottle drive, and preparing of a cookbook as fundraising projects.

Volunteers in the Classrooms

An example of a regular volunteer in the classroom was a 76-year old lady, a former nurse, who came to the school every Tuesday and Thursday morning to help one of the lower primary teachers with her reading class. This very pleasant and active lady in the community came to the school at her regular time to listen to children in the class read, and in the process helped them to improve their reading skill.[82] There were others who were also regularly involved in the ESL program.

Occasional classroom volunteers tended to be those who were needed occasionally in the classrooms to help organize groups, to help with Art work, or to come in as a resource person to speak on a specific topic being studied by the class. These volunteers included parents, senior citizens, and veterans.

One volunteer could be involved in both classroom and non-classroom activities. This is made clear by how one volunteer described his function in the school. "I get involved helping with the ESL children ... I also did the Remembrance Day services and I've got them all planned for this year too. I do block parent phoning; I do just about anything." Another volunteer stated "I have done snacks. I go on field trips. And this year I am working in the library, in the Kindergarten, and in Grade one."

To facilitate effective use of the volunteers, the community school coordinator had developed a Volunteer Assignment Sheet which was filled out by the teachers describing the job assignment for which they needed the volunteer. A column was made available on the sheet for comments by the volunteer upon completion of the assignment.

During 1986-87, as many as two hundred volunteers were used in the school; and at the time of the study (October 1987), plans were made to use one hundred and seventy five such volunteers during 1987-88. To honor the volunteers, the school organized the Volunteer Appreciation Night every year at which volunteers were recognized and presented with certificates and small token but memorable gifts.[83]

The questionnaire data indicate that the school was perceived as fairly strongly emphasizing the use of parents as volunteers, as shown by the Perceived Emphasis Mean score of 3.5 (item 7, Appendix XXIII). However, as shown by the Perceived Emphasis Mean score of 2.9 (item 23, Appendix XXIII), there was not such strong emphasis put on other community members as volunteers. The respondents felt that the emphasis put on the use of the parents as volunteers was relatively more adequate than that put on the use of other community members. These are indicated by the Adequacy Mean scores of 1.7 and 1.5 respectively in items 7 and 23 of Appendix XXIII.

The Perceived Emphasis Mean score of 3.3 and Adequacy Mean score of 1.7 in item 13 of Appendix XXIII also indicate that the school emphasized, quite well, the use of community people as guest speakers, and this was also perceived as being fairly adequate. Similarly, the school was perceived as fairly strongly emphasizing cooperation with the community in the operation of the school, and this was also viewed as adequate. These are evidenced by the Mean scores of 3.5 and 1.9 in Perceived Emphasis and Adequacy, respectively (item 8, Appendix XXIII).

Drop Ins

The school was also a place where community members could go, not only to work or participate in a meeting, but just to drop in for a cup of coffee in the community room and visit with friends.[84] One parent said "... and at times I just come to have some coffee."

Even in the classrooms, the community people were welcomed to drop in, that is, just to come and sit and listen, without necessarily being involved as helpers. Comments by two of the teachers illustrate the warmth with which parents and community members were welcomed into the classrooms. One said "a lot of it depends upon that parent. I have to go by their comforts. Some parents prefer just to be in the classroom watching; some would like to be participating almost as a resource person." And the other said "I have been involving parents in the school for the past four years. I have had several parents who have been in my classroom not only as helpers but have sat in on classes as actually being students."

Parents confirmed what the teachers were describing. One parent said "... when I come to the school I can go to any room I want. I just knock at the door and ask the teacher to come in and sit down and see what they are doing." And another stated "I like the way you feel welcomed here. They wouldn't close the door in your face if you want to walk into the classroom to see what is going on."

Members from a nearby senior citizens' home at times also dropped in. Former employees and students also occasionally came to visit the school. For these reasons, many of the community members, including an official of a community agency saw the school as a social or community center. One parent said "... Even when people leave the school they still come here. The school has become something like a community center, and the community people do come here."

The Chinese School

Referred to by the Kropong community school leadership as "our school,"[85] the Chinese School, which was operated by the Chinese Education Association, started in September 1984, following discussions between the local Chinese Education Association and the then principal of Kropong school. The school aimed at imparting the culture of the Chinese people to children of Chinese origin who constituted a large population in the Kropong community.

Beginning with 60 students in 1984, the school had 181 students by 1987. The students, who ranged in ages from five years to fifteen years, were taught Chinese history, language and writing, sing-songs and dances, and Chinese folklore. The leadership of the community school thus perceived the Chinese School serving as "a focal point for the Chinese community."[86]

During the academic year (September to June) the school met every Saturday morning from nine to eleven o'clock; and in the summer there were daily classes from the first week in July to about the first week in August.

Not only did the Chinese School make use of the community school classrooms, but it also had access to storage facilities where the school's instructional materials were kept. The appreciation of the Chinese community in the use of the community school facility for the Chinese school was expressed very well by the person in charge in these words:

> This community school is very good to us; they don't push us to go home. They [the school personnel] like our Chinese school; I am so happy about that. We don't pay anything when we use school facilities. If the school charged us to use the facilities, the Chinese school will stop operating because parents of the children do not have jobs and they cannot pay any fees.

Other Uses of School Facilities

Other community organizations, groups, and members also came to the school to make use of the school facility for their meetings, games and sporting activities, and other functions.[87] Organizations which used the school included those which used the facilities occasionally, such as the community Neighborhood Watch organization, and those which used the facility on regular basis such as the Portuguese community for its Portuguese school, the Good Sams (a band group), and sporting groups.

The school was used weekly or monthly for such things as karate, floor hockey, volleyball, and Polish dancing. Additionally, there were groups which occasionally came from outside the community to make use of the school facility. Among these was the Canadian Diabetic Association which, for the past three years, used the facility every summer to provide education on diabetes for its clientele. The Health Unit also used the school facility to provide services, such as dental hygiene and other health programs to the students during the regular school hours.

The perceptions of the questionnaire respondents also show that the school put strong emphasis on the use of the school facility by the community. These are indicated in Table 8, derived from Appendix XXIII. The respondents appeared to have been quite satisfied with the emphasis put on this by the school as shown by the high Adequacy Mean scores. Similarly, the use of the school by social agencies for the delivery of their services was perceived by the questionnaire respondents as being fairly strongly emphasized by the school, an emphasis they perceived to be adequate, as indicated by the Perceived Emphasis Mean score of 3.5 and Adequacy Mean score of 1.9.

The Perceived Emphasis Mean score of 3.1 and the Adequacy Mean score of 1.9 for item 18 (Appendix XXIII) indicate that though accessibility to the school from 8:00 am to 4:00 p.m. during the school day was emphasized, it was less so than at other times. This was, of course, due the fact that during this period the school facility was fully used by the regular school students and when the community room was the only area fully available to parents and community people.

Table 8

Perceived School Emphasis on the Use of School Facilities by Community Members, Groups, and Agencies--Kropong

Perceived Emphasis 5=Very Strong 4=Strong 3=Moderate 2=Little 1=None				Adequacy 3=Too Much 2=Adequate 1=Too Little		
N	Mean	SD	U S E	N	Mean	SD
15	3.9	0.74	Use BEFORE and AFTER each school day during the year	15	2.0	0.00
14	3.9	1.03	Use all day during weekends during school year	14	2.0	0.00
14	3.8	1.05	Use when regular students were on vacation	14	1.9	0.27
13	3.5	1.05	Use by social agencies for delivery of services	13	1.9	0.28

Programs for Adults

At Kropong community school, these fell into two main ones, namely, educational programs/activities and special social events.

Educational Programs/activities

When a community member or a parent expressed interest in a course or activity, a notice was put up in the community room inviting those interested to sign up. If sufficient number of people showed interest in the course or activity the community school coordinator arranged for a leader. However, if only a few people signed up for the course or activity, the coordinator made arrangements for them to participate in the course or activity elsewhere in the community or in another part of the city.

At the time of the study (October 1987), only one activity was going on, and that was a Single Support Group involving single parents. Later it changed its name and focus to become Finding the Real Me Support Group, which involved both single and married people. The objective of the group, which met in the community room once a week, was to develop the self esteem of its members.

However, a few years earlier, Crochet and Knitting lessons had been offered in the school after classes through a club which involved about five parents who wanted to learn to knit. The group was led by the school secretary who brought in her sisters to help teach the knitting. Some of the parents also knew how to crochet so the lessons ended up being a sharing of skills--those who knew knitting teaching it, while they also learned to crochet from others. The lessons which lasted for about three months involved an informal meeting of the ladies to share their skills in knitting and crocheting. As one of the "instructors" put it, "some of the parents knew how to crochet and they were teaching us how to crochet, and we were teaching them how to knit."

When one parent participant in the club was asked to comment on the usefulness of the lessons, and whether she could have received the same lesson elsewhere, she said "... I found it very good; I found it very useful. If the knitting and the crochet had been offered elsewhere that would have cost a lot of money, ... plus we had the convenience."

The lack of sufficient programs and activities for adults in the school was also confirmed by the questionnaire data. For item 43 (Appendix XXIII), the Perceived Emphasis Mean score of 2.2 indicates that the respondents perceived the school as putting little emphasis in this area. An Adequacy Mean score of 1.5 indicated that the emphasis they perceived the school putting in this area was not quite adequate.

There was no evidence that the school was organizing any programs and activities during the school hours for community members in other community facilities. This observation was also confirmed by the questionnaire data where we find for item 52 (Appendix XXIII) that the school was perceived as putting very little emphasis on such kinds of endeavors, as indicated by the Perceived Emphasis Mean score of 1.7. However, the respondents thought that that level of emphasis was sufficient, judging from the Adequacy Mean score of 1.9.

One of the school leadership team members pointed out that one of the main reasons for the absence of adult program and activities was a lack of interest. The leader pointed out that efforts to offer a parenting and budgeting program to help many of the community people, failed because people did not show much interest. It was pointed out that a parenting program being offered at the Kropong community service center was patronized because the social workers insisted on people attending, and that lack of attendance would result in their not receiving social assistance cheques.

Another factor the researcher observed which could perhaps have led to lack of demand for programs and activities by adults from the school was the fact that the Kropong Community Service Center also offered classes in many areas including Batik, Mom's Support, Native Beadwork, Crafts, Stop Smoking, Self defence, Crocheting, Knitting, and Aerobics of which adults could avail themselves.

Special Social Events

Fostering a sense of community, one of the established characteristics of the community school, was achieved through such things as the open door policy of the school, activities within the multicultural program, and opportunities for community members to visit and share ideas in the community room. But, perhaps the major mechanism through which this characteristic was fostered in the school was the organization of various special events that brought members of the community together. Among these special events were spring tea, remembrance day assembly, art fair, potluck lunch, open house, pancake breakfast, police day, halloween party, and Christmas concert.[88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98] Most of these events were held once a year, and were patronized by parents, senior citizens, other community members, and by representatives of other community agencies.

Very strangely, however, the questionnaire data reveal that the school was perceived as having put less than moderate emphasis on activities that brought together people of different age groups. This is indicated for item 38 (Appendix XXIII) by the Mean score of 2.5 for Perceived Emphasis on these activities by the school. Similarly, the respondents indicated an Adequacy Mean score of 1.4 which means that too little emphasis was put on these activities. What could be interpreted from these questionnaire data is that because many of these events were held once every year or two, it may have left the impression that they were not regularly held. Hence respondents may have viewed them as not being emphasized enough.

Other Services to the Community.

Information Services

Given the low level of education and poverty in the community, there were times when people did not know where to turn to for help. The community school coordinator's office was helping to direct people to social agencies and organizations providing a broad range of services. Shelves containing pamphlets from many of these agencies and organizations were available in the community room where community people could drop in to read. Where necessary, people were given copies of these pamphlets for their future reference.

Laundry Services

The situation leading to the provision of this service is best described by the community school coordinator. She said:

> If parents are having tough, tough time; maybe mommy has no money and she has got eight loads of dirty clothes that have to be washed, we have been known to let them use the washer and dryer, ... And we can't let the children come to school dirty everyday.

The washer and dryer referred to by the coordinator were those provided in the kitchen attached to the school's community room.

Food Bank Help

At times even before snack time, some students of the school were detected to be hungry by perceptive teachers. Such students would normally be sent to the community room where they would be provided with breakfast. Inquiries were then made by the community school coordinator as to the situation at home. If the child confirmed that there was no food in the house, the coordinator would arrange to obtain some additional food from the food bank for the household. This often became necessary because the parent might have gone to the food bank earlier on and could not therefore go back again.

If additional help was needed in terms of financial assistance, the community school coordinator would direct such individuals to the right place; "and we may go down with them, if necessary," the coordinator added.

Babysitting Service

This was a service which was occasionally offered to parents by the students of the school,[99, 100] particularly when parents were attending PAC meetings. In order to ensure good attendance at meetings, parents who were not able to get babysitters were encouraged to attend with their children who were then taken care of by the students while the meeting went on.

Some parents felt that this service could be provided more extensively, especially during the day time so that parents could become more involved in the activities of the school. There was a feeling that if parents had somewhere to leave their children, perhaps they would be more involved in the activities of the school. One parent put the concern in these words: "Perhaps if the pre-schoolers could be welcomed into the school with arrangements made for somebody to look after them, we might get some more parents here."

Usefulness of the Established Community School Characteristics

Given the fact that the development of the characteristics or dimensions of the community schools had no input from the school level, it was possible that the good intentions of the developers might not be consistent with the needs and aspirations of the people at the school and community levels. For this reason, an attempt was made in this study to determine the usefulness of the dimensions to the local scene, and whether in fact the local community's aspirations for the establishment of the community school were being met by these characteristics.

The study indicates that for the Kropong community school, the characteristics were seen as being very useful, from the Board level to the student level. The perceived usefulness of the characteristics was demonstrated first and foremost by the almost verbatim adoption of them as the Board's policy statement on community schools. The chairperson of the Board himself stated that: "Our policy is pretty much a reflection of the provincial government (Departments of Education, Parks and Recreation, Advanced Education, and Culture) position of what is a community school ... Ideally we hope the schools will exhibit all the characteristics."

He went on to point out that in his own opinion, "the concept of community school is probably much more desirable than many might think." He then emphasized that for Kropong community specifically, the transient nature of the population, the diversified ethnic background of the population, the need for social skills, and other social problems there made the community school a most desirable approach to education there.

The school leadership was similarly supportive of the characteristics of community schools. In fact, all members of the leadership team found the characteristics so well thought out and relevant to their needs that they did not see how any characteristic could be dropped. They did not think that it was necessary for any other dimension to be added, for two reasons. First, the existing characteristics were broad enough to take care of all their concerns, and secondly, adding anything else would tend to make rather too many the dimensions. The following remarks by the outgoing principal summed up the views generally expressed by the members of the school leadership team on the usefulness of the characteristics:

> I think they are tremendously useful ... I don't think there is a need for any changes. I don't think that these ten characteristics are restrictive in any sense. I think if anything, they are broadening; they ask you to look at education in the broadest sense possible, and that each school can limit attention in some areas and expand in others.

Of the four-member school leadership team, only one felt that she would like to participate in the future revision of the characteristics, if that became necessary. The rest felt that such participation was not necessary since they thought the characteristics were broad enough to enable each school to define them in specific terms to suit its own local needs.

All the respondents in the study felt that the implementation of the characteristics had enhanced learning among regular school students more than it had hindered; and that it had also had positive impact on the community as a whole. The implementation of the characteristics was seen as enhancing teaching and learning among the regular students in a number of ways. First, it made possible for teachers to extend learning activities beyond the classroom walls and thus made learning a lot more realistic and directly relevant to the students. Second was the development of strong identity by the students and parents to the school--that they belonged there, and thus became more interested in the activities of the school. This thereby reduced alienation among students and gave them incentive to cooperate and do well in school. This was also demonstrated by the strong positive image the students had of their teachers and their school work. When students were asked to talk about the things they liked about their school, student after student mentioned teachers first. Comments like "the teachers are fun," and "the teachers are nicer than in most of other schools; they let you do things" were usually made by the students about their teachers.

Students also described their school work as interesting, and enjoyed going on field trips and talking about their community and community issues in the classrooms. These findings were also supported by findings from a recent study[101] of student attitudes in the school as part of a system wide study in the school district. In that study, it was found that students in the Kropong community school scored above district means in the way they perceived that their teachers cared about them, their liking for their teachers, as well as on positive attitude towards school work.

The students also particularly liked the idea of having their parents in the school for a number of important reasons. First, they felt that their parents got to know their teachers. Secondly, they felt that their parents became aware of what they (the students) were doing in the school; and thirdly they felt good seeing their parents helping out in the school through such things as preparing the daily snacks.

Two respondents, however, mentioned some concerns with the implementation of the characteristics. One member of the leadership team felt that it had made the role of the teaching staff and the school more complex and this made new staff members feel a little threatened because implementing the characteristics within their teaching required more time and energy and more dedication than would normally be the case.. However, neither the leader nor any of the staff members involved in the study saw this as hindering teaching and learning in any way.

The other, a teacher, identified two concerns which could become a hindrance in the teaching and learning process. One had to do with occasions when a parent whose child was not cooperating, for example being constantly late, expected privileges which he did not deserve because the child had not put in sufficient effort. This situation, from the observation of the teacher, arose because sometimes the student felt that since his parent would come in to help he had a slight edge over the others.

The other concern had to do with parents coming in to the class to help with their "little tiny" babies which could in fact turn out to create some kind of a hazard situation in the classroom. However, this teacher also saw these as problems which she tried to handle as they arose. She held that implementing the community school characteristics had enhanced teaching and learning among the students and far outweighing associated problems.

The impact on the community resulting from the implementation of the characteristics was seen as very positive. The development of a sense of community among the people had resulted in the members of the community identifying with the school, such as the parent who in talking about the school used the pronouns "we" and "our." This, as the outgoing principal pointed out, had in fact also positively contributed to enhancing teaching and learning in the school. He stated:

> Probably more than anything, a sense of community that exists in Kropong is facilitating [teaching and learning]. Very seldom will there be a negative confrontation between a parent and a staff member. They will usually start off on a positive note; and that is because, I think,throughout the community and throughout the school there is a feeling of "we-ness" instead of "we-they."

Through this sense of community, it was also felt that new people coming into the community were more easily integrated.

Operating the school as a community school had led to fewer problems in the school and in the community. This was attributed to the fact that through the community school, community members had more access to information on various types of assistance. Additionally, community members who would normally stay at home and get involved in unproductive, and at times antisocial behaviors and activities could go to the school and be useful in various ways, or just to visit with others. Furthermore, children had a place to go to in the evenings where their energies were positively channelled. One of the leaders pointed out that in fact the operation of the school as a community school had reduced vandalism in the community generally. The following statement by a teacher pretty well sums up what was perceived as the impact of the community school on the community:

> I think the biggest impact is that the people that surround Kropong school feel they have a place to turn to. A lot of people that we have here are people that have little schooling, and have been frightened by the school. Our community school has given them a reassurance that the school is important for their children, and that they are also welcomed in it. They can also come and get advice ... Our community school coordinator will help them to get to all kinds of agencies that might help them to meet whatever needs they might have ...; some of them have no idea as to where to turn to.

The majority of the respondents felt that the needs that motivated the school and its community to seek community school status were being very well met prior to the imposition of the budgetary cutback. However, as many as nine of the questionnaire respondents felt that with the imposition of the cutback, these needs could only be moderately met.

While the school attempted to implement all the established community school characteristics, the characteristics which appeared to be most emphasized by the school, because of the nature of the inner city community, were sense of community, community use, community issues, interagency cooperation, involvement of parents, and community related curriculum.

Characteristics, Factors Facilitating Operation, Problems and Complaints, and Future of the Kropong School

Characteristics

The respondents identified several characteristics which they felt could be associated with the Kropong community school. Few of them were, however, prepared to argue that these characteristics were in fact unique to their school. The one characteristic which many thought might probably be unique to the school was the provision of snacks for the children through the nutrition program. They thought that the unique circumstances of the inner city community led to the development of such a program, which they thought could not be found in many other community schools.

Another characteristic associated with the school was the school's openness and friendliness to the community and the acceptance of the school by the community. This was the characteristic which was perceived as having fostered the development of a sense of community. One respondent described the school as "one big family of teachers, parents, students and community people."

A third characteristic associated with the school was the close working together by the teachers with the community members. This was demonstrated by the extensive use of community resources in the teaching and learning process, either through bringing community members into the school or taking the students out into the community for educational purposes. Enthusiasm within the school among the teachers and students was also identified as a major characteristic of the school; and so were the special events/activities such the spring tea and others.

Finally, an agency representative saw the existence of the community school coordinator as a unique characteristic. This officer indicated that for her organization, having such a person in the school serving as a liaison between the school and the community especially facilitated their work. She put it in this way:"...for our organization, if we don't have that contact person in the school it makes our job a lot more difficult in getting access to the school." In working with many schools which did not have such position, she saw the existence of the position in the school as unique.

Factors Facilitating School Operation

Four major factors were identified by the respondents as having been very crucial in the implementation of the community school concept at the school. Among these, what was seen by many as probably the most important factor was the philosophical commitment by the school staff, both teaching and non-teaching, to the community school concept. As one respondent pointed out, without a staff that believed in the concept, its implementation would be very difficult, if not impossible. Once this commitment was there, then other things came in to facilitate the implementation of the concept. It is therefore not surprising to note that eight of the questionnaire respondents perceived the regular teaching staff as being "highly committed" to the concept, while another three perceived them as "committed." No respondent perceived them to be "uncommitted." However, only two respondents thought that the community as a whole was also so "highly committed," though the majority thought the community was also committed to the concept. None perceived the community to be "uncommitted."

Money was the next major factor seen to be important for the implementation of the concept, once the commitment was there. The outgoing principal expressed this most clearly in the following words:

> If the school is going to be open to the community, you cannot lock your doors at 5:00 pm. and on weekends. And it takes money to keep the school open because you will have to have people to be responsible for things like cleaning and booking, and coordinating efforts.

Another factor which was considered crucial to the implementation of the concept at Kropong was the existence of a person whose function it was to specifically facilitate the implementation of the concept, that is, the community school coordinator. A teacher stressed the importance of the coordinator as follows:

> We could not function as a community school without a community school coordinator. If we try to operate without her, we will just be kidding ourselves; we wouldn't be doing justice to the community school. We need to have that individual making connections and getting people involved.

Fourthly, openness among the community school personnel, particularly among the principal, the teachers, and the community school coordinator was seen as an essential factor. It was argued that once this openness existed, there was trust and willingness on the part of all school personnel to cooperate.

If the community school was to continue to operate effectively, then it was important that these factors be maintained. Respondents felt that these factors would be there so long as financial resources were made available to the school to operate as a community school. The outgoing principal emphasized the need for the availability of funds to be more or less guaranteed so that schools would not be wondering from year to year whether or not the funds would be there. This is the way he expressed his view:

> If we are going to maintain these things in the future, I think we do need to have the money, and know that it is going to be there on a long term basis; not that it's up for negotiations every year.

Problems and Complaints

Operating the Kropong community school had not been without its problems. However, both the school leadership team and the teachers saw most of these more as challenges than difficulties; they were challenges that were to be overcome or just to be accepted as part of the reality. One of these was the length of time it took in arriving at decisions because of the involvement of many other people in the decision making process. Such involvement did not only make the process itself more complex in terms of the number of groups and individuals through whose hands the decision had to pass; but it also made it time consuming in terms of disagreements over what was the best course of action to take on a given issue. But respondents saw this rather as being positive. As one member of the school leadership put it, "... it actually enhances what you are doing in the school because you have to examine what you are doing more carefully." And one of the teachers also indicated:

> ... decisions tend to take a little longer time to come about; and that is only because there are a lot more people involved than in a normal school. But I wouldn't change that; in the long run it's far better.

Another problem seen in the operation of the school as a community school was that relating to coordinating the demand for use of school facilities by many user groups. Given that the school should give all user groups access to the school, it was also felt important that such user groups used the facilities in a way that the leadership wanted these to be used. There was therefore the need to balance these two sides of the issue without restricting the user groups too much. A good balance between the two was crucial for maintaining positive image and liaison with all user groups.

A related problem to the use of the school facility by many user groups had to do with keeping the school clean. For example, it was pointed out that sometimes people who came to use the school after school hours would leave broken bottles and cans scattered on the school playground, and on occasion even did some damage to the facility.

Finances affected the operation of the Kropong community school. Respondents highlighted two aspects of this problem. One was the fact that because of the age of the school and its subsequent need to upgrade the available facilities, including the playground, there was constant need for money. The other aspect of the financial problem was that because the area was relatively poor, it was very difficult for the school to raise money to support programs and activities, and the upgrading of any facility in the school.

An isolated problem which was directly related to the open door policy of the school had to do with an irresponsible parent visiting the school to the embarrassment of her child. This parent was an alcoholic who was known to be dangerous. She would normally come to the school drunk and misbehave. Though she always left upon advice from the school leadership, her brief presence in the school always made her little daughter in the school feel very embarrassed, because other children would be making rather negative comments about her mother.

Another problem in the community generally was the lack of intellectual stimulation. This was, of course, to be expected in the Kropong community, but some school personnel felt the lack of this important stimulus.

Finally, a concern expressed by a few of the respondents had to do with the unilateral decision of the school board to ban smoking in the school. Some of the respondents were in fact opposed to smoking in the school. But some did feel that the participatory democracy which had been initiated in the school had been undermined by that unilateral decision of the Board. Some felt that at least their views on the issue should have been sought. There was also a feeling that the banning of smoking in the school building had led to fewer parents coming into the school to help as volunteers.

The Future of Kropong Community School

All respondents seemed to have a clear view of what they wanted their community school to be in the future. In fact everybody wanted to see it continue, for several reasons. These included accessibility of the school to parents and community members, the programs and activities the school had for the children after school, the warmth and friendliness of the school, and above all, the sense of community it had brought to the community. One parent painted the gloomy picture of the school and the community if the school stopped operating as a community school in this way:

> If it stops operating as a community school, we would not have, in my opinion, the opportunity of interacting with peoples of different origins; ... and if the after school program for the children stops as a result, the children would also go on to the streets and get into trouble a lot. They would go out and probably break things, steal, and start destroying a lot of things.

In fact many thought if the school were to stop operating as a community school, parents and community people would not be visiting as much, and some thought some parents might even withdraw their children from the school. As one respondent put it, "there will be a big change. I wouldn't like to see it happen. Some of the students will leave and I think the parent will not get involved that much."

However, when the respondents were asked about what they thought was actually going to be the future of the school, there was far less agreement. While some held very optimistic views of the school, others saw a very gloomy future for the school, and yet others were not so sure of what was going to happen to the school.

Those who held a gloomy view of the future for the school argued that they could not foresee the possibility of the government again giving full funding to the community schools, nor were they sure that even the 50 percent funding would be maintained in the future. These people felt that given the downturn in the economy, the government might cut off the funding altogether, and if that happened all community school positions would be eliminated since they could not see any agency being able to fund the salaries for these positions. The presence of such community school staff, particularly the community school coordinator was seen as a necessary condition to the successful implementation of the community school concept.

Those who held the optimistic view could not see the funding being cut off entirely. This was based on a number of reasons. First was the fact that the concept had tremendous support not only in the Kropong community alone, but in the province as a whole, and even within the government circles, hence cutting off the funding entirely was likely to be strongly opposed. Secondly, it was also felt that opposition to the recent cutback was so pronounced that the government would take a cue from that and not cut off funding entirely. Third was the strong commitment to the concept by both school personnel and some community people, so that even with little funding people would do their best to make effective use of it.

Those who were neither optimistic nor pessimistic usually provided conditional statements. One condition which appeared to be strongly emphasized was political. There was a feeling that the government in power was not very committed to education, and that only a change of government would likely bring community schools into the limelight and provide the needed support. One respondent put it succinctly by saying: "... but I know something, and that is, if the New Democrats were in power then we will get the money to make community schools function."

The Budgetary Cutback and the Kropong Community School

In this section, the impact that the recent budgetary cutback was having on the Kropong community school, possible other sources of funding open to the community school, and the respondents' view of what action the school should take in reaction to the budgetary cutback are examined.

Impact

At the time of the study (October 1987), most people associated with the school, including all those involved in the study, were aware that the budgetary cutback had just taken effect. Yet many people did not seem to have a very clear notion of what impact it would have on teaching and learning, because the results of the cutback had not yet been felt at the operational level.

Four immediate effects resulting from the budgetary cutback on the school were noted. The first was eliminating a half-time secretarial position to the community school coordinator.[102] This position had involved clerical work, such as typing and filing, being the receptionist in the community room, and receiving parents and community members. She thus functioned as an important link between the school and the community and hence played a crucial role in the outreach program of the school. By eliminating the position, carrying out the functions associated with the office became highly undermined.

Secondly, funding for a weekend host was cut. This person's job was to receive user groups to the school on weekends, to help them get set up in whatever activities they were engaged in, and then to secure the school when they were finished. As a result of this cut, the weekend use of the school facility had to be drastically reduced.

Thirdly, a cutback was imposed on the custodial time in the school.[103] The result of this together with the other cuts was the reduction in the hours of the school's operation effective September 1987. For the 1987-88 year, the school's opening hours were reduced from 8:30am-10:00 pm. to 8:30am-9:00pm during the weekdays; and over the weekend, the period of operation was reduced from 8:30am-5:00pm to 11:00am-5:00pm. Community use of the school facility was thus reduced.

Finally, the coordinator's position was reduced from twelve months to ten months.[104] The effects of this had not been felt at the time of the study, but the school leadership people knew very well the implication of this on the school's operation. One was that there would not be the coordinator in the school during the two summer months of July and August. This would affect what the school could offer in the summer. It was expected that there would be no activities during those two months. Additionally, the absence of the coordinator in those two months would affect how quickly the school could start with its outreach to the parents in September 1988 because the coordinator would not be there in August to lay the groundwork. The school leadership was very much concerned about this because of the fact that in September, the school would often have a one-third turnover of students bringing in a lot of new parents who needed to be reached.

The loss of staff and reduction in position of the coordinator were expected to lead to other several effects at the operational levels. For example, concern was expressed about the publication of the school newspaper which was taken on by the community school secretary at the time she was in office. With the increased workload, some of the coordinator's functions which had direct bearing on classroom activities, such as establishing contacts with community resources, could be passed on to the teachers in the classrooms, thus overburdening them as well. Similarly, community use of school facilities would have to be reduced, and some of the "outreach activities" such as evening, weekend, and summer programs would have to be eliminated because of the cutback with its resultant reduction in community school staff.[105, 106] The point was strongly emphasized by the new principal as follows:

> We don't have as much community school staff as we had in the past. The implication of this is that some of the programs and activities we have done in the past are just not going to be done. That means we have to re-prioritize the needs of the community and to make sure that we are addressing the top needs.

This in effect means that perhaps some of the characteristics may not be emphasized as much as had been the case in the past.

The questionnaire respondents did anticipate such reduction in programs and activities occurring if the 50 percent budgetary cutback was maintained in the years ahead. In response to the question "What will be the effect on your local community school if the government maintains the 50 percent budgetary cutback for the next two to three years?" 12 of the 16 questionnaire respondents indicated that the school will continue to exist as a community school, but the number of clients served may be drastically reduced, or many of the established programs and activities will be eliminated.

Other Possible Sources of Funds

Were there other any other avenues open to the school to raise funds to reduce the effects the budgetary cutback would have on the school? To many of the respondents, this was not likely or possible because already the school was receiving funding for some of its programs from community agencies and other charitable organizations; and fundraising activities had regularly been carried out to obtain money for various projects in the school; as such, there was no other source left to be tapped. It was also emphasized that the available resources from these other sources would not be sufficient to pay the salaries of a regular staff, hence to count on such resources for salary purposes was not realistic.

The use of user fees in the Kropong community was also highly discounted by those associated with the community school. The general feeling was that imposition of individual user fees on any of the school's programs and activities would cause those who really needed the services most to drop out. As one community agency representative put it:

> In inner city school like Kropong, if we charge for things, there wouldn't be any one who would be able to come. Money is so tight here that imposition of a user fee on any activity will completely discourage people from being involved.

Charging organizations for use of the school facility was also seen not to be feasible because it was felt that the local organizations would not be able to pay the charges that the school would think to be worth imposing.

Several reasons were thus given to support the point that the school should continue to depend upon the provincial government as its main source of funding. A major one was, of course, the argument that there were no other viable alternative sources of funding. Another was that as tax payers the people of the community already contributed to educational funding. Thus any extra payment on their part to enable their children to enjoy what the community school offered would seem not to be fair. To them the community school was the type of school they would want their children to attend, and that should be fully funded by the government, once they have paid their taxes.

Another important argument in support of the school continuing to depend on the provincial government was that if the school were to organize fund raising activities such as bingos and other gambling types of activities to raise money for the school, it was feared that such would become the activity on which the school might concentrate its efforts and dissipate the energy which should be spent on the school's legitimate programs.

Finally, a community agency representative who put the next argument in a more forceful way, said: "I think the province is making a good move by supporting community school education because they are enriching the people that are ultimately going to be the future leaders of the province at some point."

Suggested School Response to the Budgetary Cutback

In the questionnaire, the respondents were given the opportunity to suggest some courses of action to be taken by the school in response to the government budgetary cutback imposed on the school. An analysis of the returns shows that one suggested course of action stood out prominently. An overwhelming majority of the questionnaire respondents (14 out of 16) indicated that the school should organize members of the community to put pressure on the government to increase funding to the community schools. It appears therefore that the respondents somehow strongly believed that political action was the most effective way of maintaining the community school in operation. In fact this was also consistent with the view held by many of the respondents that the budgetary cutback was more a political decision than an economic one. Nine of the 16 respondents "strongly agreed" to that suggestion, while two more "agreed." Thus eleven of the sixteen respondents held the view that the government's decision to cut the community school funding was a political one.

Apart from this action, nine of the respondents also thought that the school should find other sources of funds in order to maintain all programs and activities of the community school. But from the interview it became evident that really there were no sources that the school could tap.

A minority of the respondents, numbering seven, suggested that some user fees could be imposed. The interview data revealed that there was a general feeling that such imposition of user fees would not be realistic in the Kropong community. No other suggested course of action commanded the support of even three of the respondents.

Summary and Conclusions

Summary

Twenty-three individual respondents and one group were interviewed for data on Kropong community school. Sixteen of the 23 also filled out a questionnaire. As well, further data on the school were derived from study of documents and on-site observations.

The Kropong school, at the time of the study (October 1987) was one of the oldest schools in the city. It comprised Grades K-6 and had a student population of 212, which was a mixture of Caucasian, Native Canadian, Asian, and a few other racial groups. Kropong became a community school in 1981. The four individuals/groups/agencies who were perceived to have had the greatest influence on the decision to become a community school were the principal, the school professional teaching staff, community at large, and parents of the regular school students.

The one major reason most frequently identified by the respondents for seeking community school status was that the school and the community could be brought closer together in their relationships. This reason was ranked as "very important" by the respondents. Two other most frequently identified reasons were (1) so that the school facilities could be used by community members for educational, recreational, cultural, and other social purposes, and (2) so that learning in the regular school program could be made more relevant to the students. While the former reason was ranked as "very important," the latter was ranked as "important."

Kropong's population of about 3880 included a large proportion of senior citizens. Relative to the city Kropong had a higher proportion of single parent families and migrants from outside Canada. Among the major ethnic groups in the community were the British, Ukrainian, Italian, Portuguese, Asian, East Indian, and Native Canadian. Housing facilities were poor and more than half of the occupants of residences in the area were renters. The population thus tended to be transient. Economically, Kropong was a poor area relative to the city as a whole. It had a high unemployment rate and many of the residents, including families, were on social assistance. In spite of the poverty in the area, the people were very active politically.

The local School Board, which was the governing body of the school, had a well established community school policy reflecting the characteristics or dimensions of community schools established by the IDCSC. However, the Board did not provide the school with the required local level community school funding. The Board's control over the community school was not any different from that over non-community schools.

The administrative structure of the school through which the implementation of the community school characteristics was achieved were the Community Groups Council (CGC), Parent Advisory Committee (PAC), an Ad hoc Process for Preparation of the Charter Yearbook, and the Community Related Curriculum Committee. The composition and functioning of these bodies demonstrated the implementation of the community school characteristics of "parent and community involvement," "interagency cooperation," and "collegiality."The administrative personnel consisted of the principal, the community school coordinator, and the chairperson of the PAC.

The school's open door policy permitted parents and community members to enter the school and the classrooms at any time of the day. This practice together with the organization of many special events in the school that brought community people together, contributed to promotion of a sense of community, one of the characteristics of community schools.

To facilitate community education, the school facility had been modified to accommodate program activities and participants. Many of the programs and activities of the school were set up to meet the needs of the community and the school arising out of the nature of the community as a relatively poor area, and as a multicultural community.

The school attempted to implement all the ten established community school characteristics. However, those which were most emphasized were community related curriculum, interagency cooperation, sense of community, community issues, community use of school facilities, and involvement of parents and community.

Factors that facilitated the operation of the school included the commitment of the school personnel to the concept of community school, the existence of a community school coordinator, and funding from the provincial government and other sources.

The implementation of the community school characteristics were perceived to have been beneficial to the students and the community; and the respondents were satisfied with the emphasis the school placed on many aspects of the school's operation. However, operation of the community school was not without its problems.

The budgetary cutback had affected the school in many ways and was expected to have even greater impact as the school year progressed. The school was expected to continue to operate as a community school with some difficulties if the 50 percent budgetary cutback were maintained. But should funding be withdrawn entirely, a very gloomy picture was anticipated for the school.

Conclusions

Given the perceived usefulness in the implementation of the community school characteristics in the Kropong school, and the degree of satisfaction among the respondents with respect to many aspects of the school operation, it could be concluded that the community school served as an effective vehicle for meeting the needs of both students and community members in the inner city area. It seems, therefore, that the environmental conditions of Kropong as an inner city made the community school an attractive instrument through which student and community needs could be effectively addressed. The same environmental conditions led to the development of some unique administrative structures by which implementation of community school characteristics was accomplished. Hence, such structures did not necessarily reflect those in the literature.

The open door policy of the school was an important means by which the inner city people, who would otherwise feel unwanted in the school, were made to feel at ease and welcome in the school thus making it possible for community people to become involved in the school towards implementation of the community school characteristics.

The successful implementation of community school characteristics in the inner city called for adequate funding. Yet funding was a resource least available in the inner city community itself. The government and, to some extent, business and charitable organizations would therefore remain the major source of funding for effective operation of the community school in the inner city. Without such funding, the Kropong school could cease operating as a community school.

Given the transient and poor nature of the inner city community, the community school would continue to incorporate many of the programs and activities that foster a sense of community and help provide basic social services.

Footnotes to Chapter 6

1. Kropong Community School Charter, 1981, p. 14.
2. Ibid.
3. Ibid.
4. Kropong Community School *School Budget, 1983-84--Summary of Plan to Achieve Major Priorities*, p.1.
5. Kropong Community School *Kropong School Organization Planning Process, 1988-89*, p. 1.
6. *The Kropong News*, October 1982, p. 4.
7. City Hall 1987 City Civic Census Report
8. Statistics Canada 1981 National Census Report
9. Kropong Community School Charter, 1981, p. 8.
10. Ibid. p. 11.
11. Ibid.
12. Ibid.
13. The Province of Alberta The Report of the Chief Electoral Officer on the General Election of the Twenty-First Legislative Assembly, 1986.
14. Statistics Canada, *Op. Cit.*
15. Kropong Community School 1987-88 Charter Yearbook, 1987, pp. 3, 14.
16. Kropong Community School *Minutes of Meeting of the Community Groups Council*, October 19, 1987.
17. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, June 30, 1984.
18. Kropong Community School 1987-88 Charter Yearbook, 1987, p. 10.
19. Kropong Community School *Minutes of Staff Meeting*, May 27, 1986.
20. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, June 2, 1982.
21. Kropong Community School 1987-88 Charter Yearbook, 1987, p. 18.
22. Kropong Community School *Minutes of Staff Meeting*, November 25, 1986.

23. Kropong Community School *Minutes of Staff Meeting*, April 8, 1986.

24. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, May 11, 1987.

25. Kropong Community School *Minutes of Staff Meeting*, November 4, 1986.

26. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, May 10, 1985.

27. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, October 22, 1984.

28. Kropong Community School *Registration and Information* Package, c. 1987.

29. Kropong Community School *A Look Back to 1986-87 at Kropong Community School*, c. 1988, p. 1.

30. Kropong Community School *Emergency, Information, Services and Recreation*, c. 1986

31. *The Kropong News*, February 1987, p. 6.

32. Kropong Community School *Minutes of Staff Meeting*, January 20, 1987.

33. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, October 22, 1984.

34. Kropong Community School 1987-88 Charter Yearbook, 1987, pp. 12, 18, 22.

35. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, February 16, 1987.

36. Kropong Community School 1987-88 Charter Yearbook, 1987, pp. 12, 18, 37, 50.

37. *The Kropong News*, October 1986, p. 4.

38. Kropong Community School *Bookmates: A Headstart for Reading*, 1984.

39. Kropong Community School 1987-88 Charter Yearbook, 1987, p.12.

40. Kropong Community School Charter, 1981, p. 14.

41. *The Kropong News*, October 1986, p. 4.

42. Ibid., October 1982, p. 9.

43. Kropong Community School 1987-88 Charter Yearbook, 1987, pp. 16, 29.

44. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, January 23, 1986.

45. Kropong Community School *School Budget 1983-84--Summary of School Plan to Achieve Major Priorities*, p. 2.

46. *The Kropong News*, June 1985, p. 9.

47. Kropong Community School *Community of Friends*, 1988, p. 5

48. *The Kropong News*, April 1987, p. 3.

49. Ibid., February 1987, p. 6.

50. Kropong Community School *Minutes of Staff Meeting*, January 6, 1987.

51. Kropong Community School 1987-88 Charter Yearbook, 1987, p. 29.

52. Kropong Community School Charter, 1981, p. 35.

53. Metropolitan (City) Public School Board *Staff Bulletin*, November 14, 1986, p. 3.

54. Kropong Community School 1987-88 Charter Yearbook, 1987, p. 17.

55. Kropong Community School *Minutes of Staff Meeting*, October 15, 1986.

56. Kropong Community School *Registration and Information* Package, c. 1987.

57. Kropong Community School *Minutes of Staff Meeting*, May 12, 1987.

58. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, May 10, 1985.

59. Kropong Community School *"Jog-a-Thon Sponsorship"* Sheet, 1985.

60. Kropong Community School *A Look Back to 1986-87 at Kropong Community School*, c. 1988, p. 6.

61. Kropong Community School Charter, 1981, pp. 23, 24.

62. Kropong Community School *Minutes of Staff Meeting*, April 7, 1987.

63. Kropong Community School *Minutes of Staff Meeting*, March 24, 1987.

64. *The Kropong News*, May 1987, p. 5.

65. Kropong Community School *Minutes of Staff Meeting*, April 28, 1987.

66. Kropong Community School *Minutes of Staff Meeting*, April 14, 1987.

67. Kropong Community School *Minutes of Staff Meeting*, April 8, 1986.

68. Kropong Community School *Minutes of Staff Meeting*, December 9, 1986.

69. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, October 22, 1984.

70. Kropong Community School *Minutes of Staff Meeting*, October 15, 1986.

71. *The Kropong News*, March 1985, p. 10.

72. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, May 10, 1984.

73. *Letter From School to Parents*, dated April 2, 1985.

74. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, February 18, 1985.

75. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, October 22, 1984.

76. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, October 7, 1985.

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79. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, September 28, 1987.

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81. Ibid.

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83. Kropong Community School *Minutes of Staff Meeting*, June 17, 1986.

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85. Kropong Community School 1987-88 Charter Yearbook,1987, p. 12.

86. Ibid.

87. *The Kropong News*, November 1985, p. 6.

88. Ibid., May 1987, p. 5.

89. Ibid., March 1987, p. 3.

90. Ibid., December 1986, p. 2.

91. Ibid., December 1985, p.12.

92. Ibid., November 1985, p. 6.

93. Ibid., June 1985, p. 9.

94. Ibid., March 1985, p. 10.

95. Ibid., December 1984, p. 14.

96. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, February 18, 1985.

97. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, November 19, 1984.

98. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, March 21, 1983.

99. Kropong Community School *School Organization Planning Process, 1988-89*, 1988, p. 4.

100. *The Kropong News*, May 1987, p. 1.

101. Metropolitan (City) Public School Board *1987 City Public School Student Attitude Survey* (Results attached to Kropong Community School *A Look Back to 1986-87 at Kropong Community School*, c. 1988).

102. Kropong Community School *Minutes of Parent Advisory Committee Meeting*, March 16, 1987.

103. Ibid.

104. Ibid.

105. Kropong Community School 1987-88 Charter Yearbook, 1987, p. 14.

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Chapter 7

THE CASE OF THE RURAL COMMUNITY SCHOOL--EKURA

This chapter presents the findings on the rural community school, Ekura. It is divided into eight sections as outlined in chapter one, under the section on "Organization of the Thesis."

About the Respondents

A total of 32 individual respondents and three group respondents were involved in the study at Ekura community school. The individual respondents consisted of the chairperson of the Board of School Trustees (i.e. the County Education Committee); the school leadership team which, for the purposes of this study, consisted of the two principals of the school (one elementary and one secondary), chairperson of the Community School Advisory Committee (CSAC), and the community school coordinator; five professional school teachers; five parents; three adult clients/students of the school; two school support staff; two instructors of non-regular school programs and activities; two school volunteer staff; an agency official; two members of community at large; and five students. The 32 individual respondents were, therefore, made up of 27 adults and five students. The three group respondents consisted of three classes of students.

All the 32 individual respondents and the three group respondents were interviewed. Unfortunately, interviews of six individual respondents made up of one teacher, one parent, one member of the school leadership team, and three individual students were lost as a result of malfunctioning of the recording equipment. I was, therefore, left with useable interviews from 26 individual respondents, consisting of 24 adults and two students; plus interviews from the three group respondents.

The adults whose interviews were lost also filled out questionnaires; but since the three students were only interviewed, the loss of their interviews meant a loss of them as respondents. Thus the final total of individual respondents came to 29, made up of 27 adults and two students.

Altogether, 24 of the 27 adult respondents also filled out questionnaires all of which were useable. These consisted of the three adults whose interviews were not useable, plus 21 of the 24 whose interviews were useable. The remaining three of the 24 were only interviewed.

Of the 24 questionnaire respondents, eight were males and 16 were females. The majority of the questionnaire respondents (14 of the 24) fell into the age group "30-39 years," while there was only one respondent in each of the age groups "below 30 years" and "70 years and above." Details of the age distribution are depicted in Table 9. The levels of educational attainment for the 24 questionnaire respondents are contained in Table 10. The minimum level of educational attainment of the respondents was secondary, with as many as 12 having attained university level education.

All the 24 respondents had been directly associated with the school as school personnel, parents, members of committees, school volunteers, or clients of various programs and activities of the school. Several had attended the Ekura school for all Grades. Only three of the 24 had not had direct involvement in the non-regular school programs and activities of the school. Of the 21 with direct involvement in the non-regular programs and activities, 17 had been involved in such activities for three or more years. Of three parent respondents who were married, both the respondents and their spouses had been involved in the non-regular programs and activities.

Table 9

Age Distribution of Questionnaire Respondents--Ekura

Age Group	Number of Respondents
Under 30 years	1
30-39 years	14
40-49 years	4
50-59 years	4
70 years and above	1
Total	24

Table 10

Highest Level of Educational Attainment of Questionnaire Respondents--Ekura

Educational Level	Number of Respondents
Secondary	9
Post-Secondary Non-University	3
University--Undergraduate	6
University--Graduate	6
Total	24

Ten of the 11 questionnaire respondents who held official positions in the school had held their positions for three or more years, with the majority having held their positions for at least five years. Several had held their positions for over 10 years. Many of the respondents were resident in Ekura and surrounding farms and communities; and one was resident on a Native Indian Reserve. The rest were resident in the nearest town.

The questionnaire respondents were asked to rate their level of commitment to the concept of community school on a five point scale of 5=Highly Committed, 4=Committed, 3=Moderately Committed, 2=Uncommitted, and 1=Highly Uncommitted. Of the twenty-four respondents, twelve indicated that they were "highly committed," nine were "committed," two were "moderately committed," with only one indicating that he was "highly uncommitted."

Five of the 29 respondents who were only interviewed consisted of three adults and two students. The three adults consisted of the chairperson of the school board, a male respondent, and two female school volunteer staff. The two students, a boy and a girl, were Grade 6 students of the school, each of whom had been in the school from Kindergarten. The group interviews were held with one Grade 12 class, one Grade 9 class, and one Grade 6 class.

The Ekura School--A General Profile and Brief History of the Community School

General Profile

Located on a small hill at the outskirts of the Hamlet of Ekura is the Ekura community school. From its initial construction in about 1920 as a two-room school, the school had grown and was offering programs from Kindergarten to Grade 12. The school facility consisted of 32 classrooms, two computer rooms, two gymnasia, two playing fields, and one each of laboratory, typing room, cafeteria, library, industrial arts room, home economics room, kitchenette, and a bandroom. Both the elementary and secondary levels were joined together under one roof, though each had its own principal and general office. However, several of the facilities, such as the library, cafeteria, computer rooms, and the playing fields were jointly used by the elementary and secondary sections. The community school coordinator's office, though physically located in the elementary school, served both the elementary and secondary levels.

Except for Grade 2 which had three classes, each of the other Grade levels in the school, from Kindergarten to Grade 12, had two classes. For the 1987-88 academic year, the school had a student population of 637, made up of 293 boys and 344 girls. The elementary level had an enrolment of 327; while the secondary level an enrolment of 310. Approximately half of the students were Native Canadian and came from two neighboring Native Indian Reserves. About 90 percent of the student population was bused in from small communities and farms around Ekura, and from the Reserve communities.

The professional teaching staff consisted of 38 members of whom 18 were at the elementary school. The staff included the two principals, a Special Education teacher, a Computer teacher, and a Music/French teacher. One of the principals had been at the school since 1975 and had been instrumental in achieving the designated community school status for the Ekura school. The other was in his second year at the school, and was also supportive of the concept of community school.

The school leadership consisted of the two principals, chairperson of the Community School Advisory Committee (CSAC), and the community school coordinator. The school did not have somebody in the role of community school curriculum coordinator even though funds for the role had been available. The reason for this was that the school decided to use the funds to supplement the hiring of a Music teacher whose services were urgently needed. And with the presence of the Music teacher, every teacher was able to receive some time off (80-90 minutes per week) for community related curriculum planning.[1,2]

In addition to the regular school programs, the elementary level offered an enrichment program, a resource room program, and a special education program.[3] The secondary level offered three programs, namely, the general high school diploma, the advanced high school diploma, and a modified program.[4] Other special programs offered in the high school included computer, practical arts, and fine arts.[5]

Brief History of the Community School

Evidence from school records[6] and interviews pointed to the fact that prior to Ekura school becoming so designated community, it exhibited several of the established characteristics of a community school. For example, interagency cooperation and use of school facilities by community groups for such activities as meetings, social functions, and further education classes were an integral part of the school's operation. However, it was in the 1979-80 school year that the school, under the leadership of the principals and other community members initiated the process towards formal designation as a community school; and in September 1981, the school was formally granted its community school designation.[7]

The school records[8] indicated that the principals, the Superintendent of Schools, community agencies, and community members were greatly involved in the efforts towards the attainment of designated community school status for the Ekura School. This was also confirmed by data from the questionnaire in which respondents were asked to rate the influence of a number of individuals, groups, and agencies on the decision of the school to become a community school on a five-point scale in which 5=Very Great, 4=Great, 3=Moderate, 2=Little, and 1=None. Analysis of the responses of the 24 questionnaire respondents is shown in Table 11.

Table 11

Perceived Level of Influence of Various Individuals, Groups, and Agencies on Decision to become a Community School--Ekura

Individual/Group/Agency		Number Claiming Knowledge	Perceived Influence	
			Mean	SD
1.	Principal	23	4.7	0.94
2.	Local School Board	15	4.2	0.89
3.	County Council	18	4.1	0.87
4.	Other Local Groups/Organizations	6	4.0	1.30
5.	School Professional Teachers	22	3.8	0.92
6.	Local Further Education Council	19	3.6	1.01
7.	Community at Large	22	3.5	0.80
8.	Parents of Regular Students	23	3.5	0.90
9.	Provincial Dept. of Education	13	3.5	1.05
10.	School Support Staff	17	3.4	1.12
11.	Local Recreational Board	13	3.2	1.30
12.	Local Church Groups	11	3.2	1.32
13.	Local Chamber of Commerce	11	3.1	1.22
14.	Prov Dept of Adv Ed & Manpower	8	2.9	1.46
15.	Prov Dept of Parks and Recreation	8	2.8	1.28
16.	Prov Dept of Culture	8	2.8	1.49
17.	Local Cultural Council	9	2.7	1.50
18.	Regular School Students	17	2.5	1.07

The majority of the 24 respondents expressed knowledge of the influence of many agencies, groups, and individuals on the decision of the school to seek community school status. As the first item in Table 11 indicates, the principals were perceived to have had "very great" influence with a Perceived Influence Mean score of 4.7; while the school board (as represented by the Superintendent in the school records) and the County Council were perceived as having had "great" influence.

Even though item 4 in the Table indicates that only six of the 24 respondents expressed knowledge of influence of other local groups, these agreed that the groups had "great" influence on the decision. Of these, the Legion was the one most frequently mentioned. The others were the Senior Citizens, the Agricultural Society, and various community organizations.

The Local Further Education Council which had for a long time been involved in offering classes at the school was also perceived by the respondents as having had considerable influence. As might be expected, such perception was also held for the school professional teachers. The community at large, parents of regular school students, and the Provincial Department of Education were perceived as having had"great" influence, while school support staff, the local Recreational Board, local church groups, and the local chamber of commerce were seen to have had "moderate" influence on the decision, as indicated by their Perceived Influence Mean scores ranging from 3.1 to 3.4. Regular school students, with a Perceived Mean score of 2.5, were seen as having had the least influence on the decision.

The questionnaire respondents agreed very well on why the school and its community sought designated community school status. As indicated in Table 12, the three most frequently identified reasons, checked by more than 20 of the 24 respondents in each case, were "so that the school facilities could be used by community members for educational, recreational, cultural, and social purposes," "so that the school and the community could be brought closer together in their relationships," and "so that the school could develop additional programs and activities to meet the needs of adults, pre-schoolers, and school age children after school hours." Each of these reasons was also

Table 12

Reasons for Seeking Community School Status--Ekura

	Reason	Number Identifying Reason	Importance Mean	Importance SD
1.	So that the school facilities could be used by community members for educational, recreational, cultural, and other social purposes	24(23)*	4.1	1.28
2.	So that the school and the community could be brought closer together in their relationships	23(23)	4.4	1.07
3.	So that the school could develop additional programs/activities to meet the needs of adults, pre-schoolers, and school age children after school hours	21(20)	4.3	1.03
4.	So that the school might receive extra funding	16(16)	4.4	0.73
5.	So that regular school program could be more oriented to community needs	15(15)	3.7	1.05
6.	So that local community people could exert more influence on operation of the school	15(9)	3.3	1.12
7.	So that learning in the regular school program could be made more relevant to the student	12(12)	4.3	1.36
8.	So that regular school students could perform some services for the community, aimed at improving community living	8(8)	3.9	0.84

*Figure in brackets indicates number of respondents who did the ranking.

ranked as "important." However, the second reason was ranked slightly higher than the other two reasons.

Even though the opportunity for local community people to exert influence on the operation of the school was identified by 15 of the 24 respondents as a reason for seeking community school status, such reason was ranked as being of only "moderate importance" as indicated by the Mean score of 3.3. Other reasons identified by respondents and their importance ranking are contained in the Table. The reason which was identified by the least number of respondents was "so that regular school students could perform some services for the community aimed at improving community living." These few respondents ranked the reason as "important." No additional reasons were indicated by two or more people.

Environmental Conditions of the Ekura Community School--The Ekura Community School Attendance Area and Other Factors

A concise description of the area served by the Ekura school, namely, the Ekura community and its surrounding areas, was offered by one of the respondents when she said "...[it's] absolute rural--farming steads and small communities, as small as this community [Ekura], and smaller; plus Reserve communities." This basically summarizes the environmental conditions of Ekura community school.

Ecological Conditions

Ekura, a small community with an official title of Hamlet, covers an area of about one square kilometer. It is located about 200 kilometers from the nearest metropolitan center, and over 30 kilometers from its nearest town. It is sited on a relatively low lying land about a kilometer from a junction of two major highways. Its two very short main streets, forming a "T," and a third street leading to the Ekura community school are paved and oil surfaced. Located along one of the main streets are a gas station, food store and laundry, general store, restaurant, post office, family take-out foods, and a hotel. Other facilities include the Senior Citizens' residence, Legion Hall, Senior Citizens' Drop In Center, Fire Station, and a trailer court.

Surrounding the Ekura Hamlet are other small communities, farms, lake settlements, and two Native Indian Reserves. About 90 percent of the Ekura community school students were bused in and out everyday. The school served communities and farms, some of which were located as far as 70 miles from Ekura. Roads leading to many of these communities and farms are mostly gravel but in good condition.

Because the communities served by the school were so spread out, it affected the organization of courses for their adult members. The community school coordinator emphasized this saying that "... our community is very widespread, which makes it very,very difficult for programs, since to take courses people have to travel over long distances. So that makes the programs we can offer limited." According to the coordinator, winter was the time when many courses were offered because people would normally be around. However occasional severe blizzards could interrupt the operation of the school.

Being a rural community, Ekura had few organizations and social agencies which interacted with the community school. The school interacted with the following organizations: Ekura and District Agricultural Society, the Fire Department, Legion, Youth Development Committee, the Chamber of Commerce, local churches, and local businesses. The school also cooperated with other organizations and agencies located elsewhere, mostly in the nearest town, 32 kilometers away. Among these were the Alberta Alcoholic and Drug Abuse Commission (AADAC), the RCMP, Social Services, Department of Agriculture, the Health Unit, and the Further Education Council.

Demographic Conditions

The Hamlet of Ekura, in 1986, had a population of about 200,[9] which had remained fairly stable around 200 over the years. The other communities served by the school had population sizes ranging from 10 to about 3000 in one of the Native Indian Reserve communities.[10] Except for the two Native Reserve communities, the population of the area was sparsely distributed over a large area. Detailed breakdown of demographic data for Ekura community were not available. However, in the two County electoral divisions (6 and 7) which incorporated many of the communities served by the school, the 1984 County Census data[11] indicated that the age group 20-24 years had the least representation in the population (being 6.9 percent in one division and 5.5 percent in the other). From the data, it was evident that apart from the school age group, there were few young adults in these divisions. Many of these would likely move to the town and cities for further education or for employment.

Over 40 percent of the population in each of the two divisions fell into the age group 25-64. These constituted the settled work force engaged in farming activities and other few employment opportunities. These would also be the people who would need the recreational and social activities, made available through the community school in cooperation with other organizations, not only for themselves but for their children as well. Likely, the Ekura community and many of the communities served by the school would reflect the demographic trends of these divisions.

In the Hamlet of Ekura could be found many trailer homes, and the few permanent houses which existed appeared to be quite modest.

Economic Conditions

In both the Hamlet of Ekura and its surrounding non-Native communities, the major economic activity was agriculture. In the Ekura Hamlet itself, however, a few people were engaged in service functions. For example, there were a post office, hotel, restaurants, and a service station all of which provided employment for a few people. The community school also offered some employment opportunities. Unemployment and income distribution data were not available for the area.

According to Southern/Northern Alberta Development Council document,[12] the major source of revenue for the two Native Indian Reserves was gas well royalties, and the primary source of employment was the Tribal Administration. Other economic activities on the Reserves included agriculture, some manufacturing, industrial dry cleaning, and retail services. The 1981 national census data indicate that while one of the reserves had an unemployment rate of 6.7 percent, the other had a 21.0 percent unemployment rate.[13]

Cultural Conditions

To the statement "There are many ethnic groups living in the community(ies) served by the school," 21 of the 24 respondents said "yes." Evidence from other sources, including documents[14, 15, 16] and personal observations supported this. The one major ethnic group was Native Cree who resided on the two Reserve communities.

The non-Native communities were multicultural, though mostly Caucasian, of diversified ethnic backgrounds. The major ethnic groups comprised the Ukrainians, English, Norwegians, and French. In spite of the diversified cultural mix of the population, the questionnaire respondents indicated that for most people living in the communities served by the school, English was the language most frequently spoken at home. This was also reflected in the school environment where speaking or understanding English was not seen as a major problem. The multicultural mix of the communities was a factor motivating several of the cultural and social activities of the Ekura school.

Political and Legal Conditions

On the basis of the voter turnout during the 1986 general provincial election, it could be said that the Ekura Hamlet and its surrounding communities, other than the two Native Reserves, were highly active politically. Ekura had a turnout of over 60 percent, which was above the electoral division turnout, and much higher than the provincial turnout of about 47 percent.[17] Similarly, most of the communities served by the Ekura school had a voter turnout above both that of the electoral division and the province. The turnouts at the Native Reserve communities were in each case below 25 percent.

The political consciousness of the Ekura and its surrounding communities was also manifested in another way. Following the move by the provincial government to cut funding to community schools by 50 percent, a large number of letters from the community to the Minister of Education outlined the value of the community school, and opposed the cutback. Letters were sent to the Minister by individual community members, the Ekura and District Chamber of Commerce, the Ekura and District Agricultural Society, and the Ekura Fire Department.

On a five-point scale in which 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree, 15 of the 24 questionnaire respondents indicated that they either "strongly agreed" or "agreed" with the suggestion that the decision of the government to cut the community school funding by as much as 50 percent was a political one. While five respondents expressed uncertainties, only four "disagreed." The Mean score of their responses on this was 4.0.

The established guidelines for the operation of community schools in the province were not perceived by the respondents as hindering the operation of the school in any way. This was evidenced by the fact that 16 of the 24 questionnaire respondents "strongly agreed" or "agreed" with the statement that the provincial government laws and regulations facilitated the operation of the local community school. Only two of the respondents "disagreed." Similarly, 18 of the 24 respondents "strongly agreed" or "agreed" that local by-laws and regulations facilitated the operation of the local community school. No one disagreed.

Technological Conditions

From the views of the respondents, technological conditions at the community level as reflected in the rate of change in the tools, skills, and knowledge required for jobs in the community did not point emphatically to any one direction. Sixteen of the 24 respondents indicated that they either "disagreed" with or were "uncertain" about the statement "The tools, skills, and knowledge required for jobs in the community(ies) served by the school change very frequently." In fact their Mean score of 3.08 indicates that on the whole, they were uncertain; and the Standard Deviation of 0.20 also reflects that there was a good degree of consensus in their uncertainty. Judging from the fact that there were limited manufacturing or service activities in the communities, one would be fairly accurate in saying that the communities were not in the mainstream of technological changes.

The school, however, presented a somewhat different situation. Not only were modern computers available in the school's two offices (elementary and secondary), but the school had two computer rooms used for instructional purposes for both the regular students and after school adult students. This was perhaps the result of the recognition of a number of factors by the school. The first was that the office of a school of such size, serving students from a wide geographical area should be as well equipped as any other school of its size in the province. The second might be that students were being prepared to enter post-secondary institutions where such computer skills may be pursued as a career, or where basic knowledge in computers would be useful. The third might, of course, be that the students were not necessarily being prepared to remain in the local community or district. Also, it is becoming common for individuals to own personal computers, hence a course on computers for both regular students and adults was perceived as useful.

Other Social Factors

The only public facility big enough to hold more than 140 people at a time for any social, cultural, or educational function in Ekura and its surrounding non-Native communities was the Ekura community school. Without its accessibility, many social, cultural, and educational functions could not be effectively carried out in Ekura and its surrounding communities.

The community did not have its own newspaper, but the weekly newspaper from the nearest town carried news items from the hamlet and its surrounding communities. There was no resident doctor or dentist at Ekura or any of the surrounding communities. However, in the town, located about 30 kilometers away, were the nearest hospital, nursing home, and ground ambulance. Public health nurses in the town also visited the community when needed or requested. The town had resident police service as did each of the two Native Reserve communities. There were also voluntary firepeople and one fire-truck in the Ekura Hamlet, and on each of the two Native Reserve communities.

Given the fact that there was a very well paved highway linking Ekura to the nearest town, accessibility to the social services was not perceived as a problem in the Ekura and its surrounding communities. Thus of the 24 questionnaire respondents, 16 perceived the social service delivery system in the communities served by the school as being "good" to "very good." The remaining eight perceived the social service delivery system as being "average." The Mean score of the perceived quality of the social service delivery system for the 24 respondents was 3.9, which could be interpreted as "good." Their Standard Deviation of 0.74 also indicates that there was a fairly good consensus among the respondents.

Direct Organizational Relationships

There were four main organizations with which the Ekura community school had direct relationships regularly in its day to day operations. These were the County Board of Education (CBE), the Ekura and District Agricultural Society, the Ekura Further Education, and the Health Unit in the nearest town. The Board of Education had direct control over the operation of the Ekura community school, on behalf of the County Council. The Ekura and District Agricultural Society was described in the Ekura Community Directory[18] as "the umbrella of the Ekura community." Among other things, the Agricultural Society had the objective of improving "the quality of life in the agricultural community." Included as one of the subcommittees of the Society was the Community School Advisory Committee (CSAC). The Society thus worked very closely with the Ekura community school in organizing various activities aimed at improving community living.

The Ekura Further Education was part of the Further Education Council for a much larger area including Ekura District. The Ekura community school worked very closely with the Ekura Further Education in organizing courses and other educational and cultural activities for the community members of Ekura District. Finally, the Health Unit based in the nearest town worked with the school in organizing dental services, environmental health, community health nursing, health education, Nutrition, and other special programs for school children and other community members.

Operationalization of the Established Community School Characteristics--Processes, Programs/Activities, and Methods of the Ekura Community School

In the discussion of the operation of the Ekura school which follows, unless otherwise stated or the context implies otherwise, "the Ekura school" or "the school" would always mean the elementary and the secondary levels together. In addition, unless the context implies otherwise, the word "community" would mean the area served by the school which consisted of the Hamlet of Ekura and its surrounding communities, farms, lake settlements, and the two Native Indian Reserves. It is used interchangeably with "Ekura and District."

The Institutional Level

The Ekura community school operated within a County. Hence the County Council, through its County Board of Education, was the sole legal entity at the local level with direct control over its operation. Members of the County Board of Education (hereafter called the Board) were elected, not as school trustees, but as councillors of the County. But once elected, some were appointed to constitute a Sub-Committee of the County Council which had responsibility for education within the County. The County Council, through [illegible] Board thus had the responsibility for appointment of staff to the Ekura community school, supervision of the school's operation, and funding for the school.

Even though the County did not have any explicit policy on community schools, it was evident that it fully supported the community school concept. This was amply demonstrated by the fact that following the provincial budget cutback for community schools, the County picked up the difference and fully funded all community schools under its jurisdiction during the 1987-88 academic year. The chairperson of the Board, who also was a member of the Board when the Ekura school became a community school, pointed out that the school had tremendous support from the Board at the time it sought for community school status. Contents of the school's Charter, [19] such as minutes of meetings of the Board and correspondence relating to the school's attempt to become a community school, also indicated that the Superintendent of Schools at the time had been instrumental in obtaining the community school status.

It appeared that the Board had influence over the community school's Advisory Committee and gave it more direct control over the school's operation. This was so because the chairperson of the Board was also a member of the Advisory Committee. The chairperson expressed the nature of the Board's control over the school as follows:

> ... I serve on the Advisory Committee [of the Ekura community school] so I take some ideas from here to the Board, and also bring some from the Board to the school. In this way there is some more control over the school given to the Advisory Committee which can make certain decisions.

The chairperson strongly emphasized the need for the school to continue to operate as a community school. As he put it, "[the community school idea] is the only way the communities could be brought together. Without the community school we wouldn't have a community around here [Ekura]."

The Board established policies and general priorities of education for all of its schools, including the Ekura community school. Goals for the school, were set at the school level, within the framework of the County priorities, with input from teachers, parents, and the Advisory Committee. A majority of the respondents felt that they had sufficient input in the determination of the goals of the school.

One issue raised by a number of respondents was the fear that some people elected to the County Council might not have strong interest in education. These respondents felt that the time had come for the County to have its school trustees elected as school trustees, and not as County councillors who then were appointed to the Board. One respondent expressed the concern by arguing that on the County Council,

> you often have people who are highly interested in roads,bridges, and things like these, and quite competent in those areas, but really not interested in schools ... Meanwhile you have other people quite competent and capable of working very nicely on a ... School Board but who will not be prepared to run for County office because they are not interested in municipal issues...

Electing people specifically for the Board was felt to be necessary if there was going to be effective control of local resources and effective educational decisions, including those on community schools.

The Managerial Level

Mediation

At Ekura community school, the following administrative structures/bodies and personnel performed the mediation role.

Administrative Structures/Bodies (Process Elements)

Two main administrative structures/bodies existed at the Ekura community school for carrying out the mediation functions. These were the community school advisory committee and an ad hoc committee for the development of the school's charter yearbook.

The Community School Advisory Committee (CSAC). The CSAC was made up of parents, a county councillor and chairman of the Board, members of community at large, school personnel, representatives of school bus drivers, various agencies and organizations operating within the attendance area of the Ekura school, and the Native Reserve communities.[20] Agencies and organizations with representatives on the CSAC included the Legion, Fire Department, churches, Early Childhood Service Local Advisory Committee (ECS-LAC), the Agricultural Society, Further Education Council, and the Ekura and District Chamber of Commerce. School personnel on the CSAC were the elementary and secondary principals, community school coordinator, teaching staff representatives from elementary and secondary, the community school secretary, and the community school evening hostess. All meetings were also open to all interested parents and community members. [21] While the students did not seem to know or even care about why they were not represented on the CSAC, some members of the leadership team attributed that to general apathy on the part of the students. As one member of the leadership team put it, "... like everything else, we've given them the opportunity to be part, ... but they have, for whatever reason, chosen not to get involved." Another factor was that even when students had had representatives on the body, they had not shown up for meetings because these were held at night.

Another respondent, however, felt that the absence of the students on the CSAC was more the result of school level politics. He indicated, for example, that some influential teachers on the staff who were not committed to the community school concept were discouraging students from getting involved, since they saw such involvement as a waste of their time. However, there were some members of the school leadership team who were highly committed to getting students involved on the CSAC. The only problem, a member of the leadership team pointed out, was how, since there was not a Students' Union in the school at the time.

The officers of the CSAC consisted of the chairperson/president, vice-chairperson/president, and a secretary who were elected annually by the membership. The Executive Board of the Committee, which was also appointed annually, consisted of the elected officers and two elected members of the CSAC. The CSAC met once every month.[22]

The Ekura CSAC was to "serve as the receptacle for information from the total population."[23] It had the responsibility to "deal with all aspects of neighborhood concerns, including land use and planning, social, educational, and recreational needs" of the school attendance area.[24] To do this it maintained communication among all community agencies and organizations. Thus, at regular meetings of the Committee, representatives from the different organizations and agencies reported on their activities. The CSAC also served as advisory to the Board and the County Council by making "decisions relating to building use and school-community related issues." Finally, the Committee served "in an educational capacity to inform the citizens in the community."[25]

Most of the respondents were quite satisfied with the composition and functions of the CSAC. However, two major issues were brought up by a few of the respondents. One had to do with the need to get "new blood" on the Committee. As one respondent put it:

> Some of the people have been sitting on the Committee for four or five years, and ... they might say that they have four or five years experience on the Committee; but in fact they've got one year's experience five times ... I would like us to send delegates off to the various organizations ... and try to urge them to give us new blood.

There was also a concern that some members of the Committee did not carry information back to their organizations, nor bring feedback from their organizations. The concern was expressed as follows:

> I would like to see that the role [of members] be completed in the sense that they are to be a liaison between the school and their organizations. I would like to somehow guarantee that the information is getting from the school to the community, and from the community to the school. I feel sometimes that the role is not being completed by the Committee members.

In spite of these concerns, the membership and functions of the CSAC demonstrated very well the large extent to which "collegiality," "interagency cooperation," and "involvement of parents and community people," three major community school characteristics were operationalized at the Ekura community school.

Ad hoc Process for Preparation of the Charter Yearbook. The development of the Charter Yearbook was an activity which brought together the school personnel, the parents, community agencies and organizations, and the CSAC. The process began with an evaluation of the school's programs and activities by the school and the CSAC using data from parents, staff, and students obtained through interviews and questionnaires to determine where improvements were necessary.

This was followed by the setting of new objectives for the coming year. To do this, all parents of the school and all organizations and agencies were invited to join the school personnel in the school gymnasium. Those present were divided up into organizations or groups, each of which brainstormed on how they could get involved in each of the ten community school characteristics. The outcomes of these interactions were then given to a number of smaller groups which critiqued and improved the suggestions.

The final outcomes of this session became a major input for the school in the development of objectives and programs for the coming year which then were finally approved by the CSAC. Thus the characteristics of "interagency cooperation," "involvement of parents and community people," and "collegiality" were operationalized at the Ekura community school.

Administrative Personnel

Two administrative personnel at Ekura community school whose functions related to the mediation role were the principal and the community school coordinator.

Principal. The school had attained the community school status through the leadership of the elementary principal, and he was recognized as the community school principal. A university graduate in his forties, he had been the principal of the elementary school since 1975. The secondary principal, also a graduate in his forties had been at the school for two years at the time of the study.

The principal ensured effective linkage between the school and the community. The community school principal, in describing his functions, said that:

> My functions as principal basically haven't changed much. The only change is that there has to be a philosophical change in terms of allowing the public access ... The community has access to the school basically 24 hours a day, and normally it's not just access to the physical plant, but access to staff, students, and the administration ... I don't think that being a principal of a community school does mean that you have to give up your role as the senior administrator ... It's just expanding, I guess, your scope from the staff to the greater community. Now you become a leader within the community.

Thus there appears to be an emergence of an additional role, a community leadership role, to the principalship of the community school.

The Community School Coordinator. A lady in her twenties with secondary education, the coordinator had held the position since the school attained community school status. Prior to that she was a reporter to the Town Journal, and was involved in the school as a parent and community member. The coordinator was recognized by a member of the leadership team as a great asset, because the members of the community identified with her; and her presence in the school contributed to the people more readily accepting the community school characteristic of "everyone a teacher."

The ongoing day to day liaising between the school and the community was achieved through the community school coordinator. The assignment of the coordinator was described as being:[26]

> responsible for the overall development, organization, operation, coordination, and evaluation of the broadly defined community school program geared toward the interest and needs of the children, youth, and adults living within the service area of the community school.

In this assignment, she was also responsible for "recruiting, selection, training, supervision, and evaluation of all paid and non-paid staff members working within the optional curriculum of the community school program."[27]

The community school coordinator undertook a number of specific major activities. One was that she organized and facilitated the activities of the CSAC. For example, through her office, minutes of the CSAC were typed and sent out to members, and decisions of the Committee were implemented. She also periodically undertook community needs assessment on behalf of the Committee.

Secondly, she organized programs and activities for children, youth, and adults of the community. The programs and activities ranged from sports and games through social and cultural activities to educational activities. She established and maintained interagency cooperation within the school attendance area and beyond. Hence she worked hand in hand with relevant agencies and organizations in organizing the various programs and activities. For example, she planned and organized all the Further Education courses with the Ekura Further Education.

She also worked with the professional teaching staff in planning and implementing the community related curriculum, and was also involved in developing the community school budget, and in securing funds from various sources. Other functions of the coordinator included: maintenance of records of community school programs, activities, and finances; enforcement of rules and regulations of the Board; and arranging for periodic in-service opportunities for the community school staff and CSAC members as a means of promoting the community school characteristic of "everyone a learner."

Chairperson, CSAC. Normally elected by the membership for a one-year term, the chairperson could be re-elected for more terms. The chairperson of the CSAC was a university graduate in his thirties and a business consultant in the community. He had held the chair position for about three years.

The functions of the CSAC chairperson, a member of the Agricultural society, were related to ensuring smooth functioning of the CSAC. Some of these functions were, however, carried out through or in conjunction with the office of the community school coordinator. Thus he saw his major function primarily as "acting as chairperson for the monthly meetings of the CSAC."

As chairperson of the Committee, he made sure that "the school reflected the collective values of all the organizations, groups, and members of the community." However, he saw the need for a change, pointing out that perhaps it was necessary that the chairperson not only ensure the reflection of collective values, but also ensure that the Committee act as initiator in certain areas. To do this, however, he warned that "at the same time we have to proceed carefully because we don't want to alienate any of the groups that are participating."

Procurement of Financial Resources

Unlike community schools in some jurisdictions, the Ekura school had been receiving full funding, that is, 70 percent from the IDCSC and 30 percent from its Board. Following the 50 percent budgetary cutback imposed on all community schools in the province, effective from the beginning of the 1987-88 academic year, Ekura school was not immediately affected, because its Board decided to provide it with full funding for at least the 1987-88 academic year. However, there was no guarantee that such would be maintained in the years to come. The school had, therefore, started exploring ways and means of adjusting its operations to a 50 percent cutback for the 1988-89 academic year, in case its Board decided not to continue absorbing the provincial government cutback.

In addition to these funds from the provincial government and the Board, the school received $8.00 per instructional hour from the Department of Advanced Education and Manpower for running Further Education courses in the Ekura District. In relation to the Further Education courses, the school also qualified for grants to enable it to bring in special resource people.

Small amounts of money were also derived by the school through its own fund raising activities, such as the hot dog sale, harvest supper, "white elephant sale," read-a-thon, book sale, and bingo,[28, 29, 30, 31] most of which were organized in cooperation with the CSAC and other community organizations.

Internal Management

The School Philosophy

The Ekura school had one statement of philosophy on community education for Ekura. In addition, each of the two levels of the school (elementary and secondary) had its own separate statement of school philosophy. Among the elements in the statement of philosophy on community education, as presented by the school's Charter[32] were:

1. recognition of "community education as a process involving the total community and through which individual needs were identified and met;"
2. the conception of the process of community education as "the attempt to bring resources and needs together for effective problem solving activities by the people in their own behalf;"
3. the place of the school as "the logical facility around which community education" evolved;
4. the envisioning of the school to operate "in partnership with other community agencies and groups in an attempt to help people to solve their problems at the local level;" and
5. the recognition of the school to implement programs such as "formal and informal education for all ages, recreational and sports activities for all ages, curriculum enrichment for youth, physical fitness activities, cultural programs," and special events that brought the community people together.

The separate statement for the elementary school, which was in line with the County philosophy and goals of education, was broken down into two distinct areas, namely, educational goals and social goals.[33, 34] There were seven main educational goals, including adapting the school program to individual student needs, developing students' abilities in communication skills--listening, speaking, and writing, developing among students ability to solve school and societal problems, and developing in students the desire for further learning.

The social goals of the school which had ten elements were designed to help students develop, among other things, self worth and a sense of pride, understanding of others, and a sense of responsibility in a rural community population of Native, and of non-Native people of various ethnic backgrounds.

The statement of philosophy for the secondary school was written in the form of ten goal statements. These were meant to:[35]

1. "foster the development of interpersonal skills;
2. develop students' communication skills;
3. develop a feeling of self worth in each student;
4. meet individual needs;
5. develop basic and special knowledge competencies;
6. foster individual responsibility;
7. expose students to the world of work;
8. develop skills for lifelong learning;
9. improve the learning environment; and
10. expose students to life experiences."

The development of the philosophy of the school was a cooperative process which involved the school administration, the teaching staff, parents, the community school coordinator, and the CSAC.

Open Door Policy

Parents and community people were encouraged to visit the school not only to discuss educational problems relating to their children or community, but also to make their expertise available to the school through such things as being a guest speaker or volunteer, and sometimes just to drop in and visit with school personnel and other community people. Of this, parents and community people were regularly reminded in the issues of the school Newsletter.[36, 37, 38, 39, 40] For the Ekura school, however, the open door policy was not entirely new. For as one respondent, who had been involved in the school as a parent for over ten years stated, "Starting from when my kids were in the Kindergarten [over ten years ago], the elementary school always had open doors concept--come in have coffee, talk with us, and get involved..."

Through various programs and activities, and the Newsletter, community members, including those from the Native Reserve communities, were encouraged to visit the school and get involved. Many of the community members also got involved through volunteering their time in the school activities.

Days and Hours of Operation

From September to June, the school operated for seven days in a week. During this period, the school was open for various programs and activities from 9:00 a.m. to 10:30 p.m. on weekdays; and over the weekend, it was open from 8:00 a.m. to as late as 3:00 a.m. of the next day to accommodate various kinds of social and cultural activities of the community.

In July, the school was open only during the weekends from 8:00 a.m. to 3:00 a.m. of the next day to cater for Board approved social and cultural events such as weddings. The school was closed during the month of August. This month was reserved for the janitorial staff to complete all maintenance and cleaning functions. The two summer months were also seen as a period when people were engaged in all kinds of activities such as farming and travelling.

Community Involvement and Procedures (Process Elements)

Community Involvement.

Community involvement was ensured at Ekura school by the CSAC, which brought together, not only parents, but representatives of all community agencies and organizations, other community people, and a county councillor who was also the chairman of the Board to discuss community problems once every month. One respondent emphasized that,

> the community school has brought us together. The school serves as a sort of center around which activities revolve. Before the community school, we didn't have a Council [referring to the CSAC] where everybody met once a month; everybody was just more or less on their own.

However, the involvement of the Native community in the activities of the Committee was perceived by most respondents as being less than desired. As emphasized by a member of the leadership team, "we certainly should have more involvement from the Native communities .... but obviously the Native people seem reluctant to participate in an all white committee meetings ... and certain amount of it is justified."

A major factor leading to less involvement by the Native community was changes in political leadership on the Reserve which resulted in either encouraging or discouraging such involvement; while some of the leaders may vigorously encourage such involvement, others might not. However, a respondent who had close connections with the Native community argued that the Native people found it hard to intermingle with the non-Native people because they (the Native people) felt they did not belong, and hence felt like intruding when it came to participating in making decisions about the school. Thus while Native people might find it easier to come to the school for a specific purpose such as graduation or parent/teacher interviews, they would feel uncomfortable participating in other areas of the school's operation. This was basically because of the feeling that "the Native people belong there, while the school belongs here," the respondent concluded. And another stated "The Reserves still do not feel part of this community. At least they don't feel enough a part of it to come and participate in anything. Their community is still on the Reserve." The school administration often met with the Native Chiefs and Councils to discuss educational matters. The establishment of a Native Project at the school was perceived to be leading to more Native involvement.

Community involvement was also ensured at the time of the development of the Charter Yearbook when parents, representatives of community agencies and organizations, other community members, and the school staff came together to outline activities under each of the ten community school characteristics.

The Early Childhood Service-Local Advisory Committee (ECS-LAC) was another vehicle through which involvement was achieved in the school. The ECS-LAC was a parent committee for Early Childhood Service which consisted of Kindergarten to Grade 3. This Committee served as advisory to the school staff on the programs and activities for the K-3 children. It also had representation on the CSAC. Further involvement of community members was ensured at the implementation stage of many programs and activities of the school.

Tables 13, 14, and 15 (extracted from Appendix XXV) contain the perceived emphasis the school placed on the involvement of the various groups in three aspects of school decision making. Respondents were first asked to indicate their perception of the school's emphasis on involvement by various groups, and then how adequate they viewed the school's emphasis. From Table 13, it could be seen that in terms of involvement in school administrative bodies and committees, the school emphasized that of community agencies and organizations more than any other groups, including even the teachers. This is indicated by the highest Perceived Emphasis Mean score (3.6) for community agencies/organizations' involvement.

The respondents, however, viewed the school's emphasis on involvement by all the various groups, except students, in school administrative bodies and committees as being adequate, judging from the Adequacy Mean scores ranging from 1.7 to 2.0. The low Standard Deviations on the Adequacy scale also reveal that there was a general consensus of opinion. It could, therefore, be argued that the respondents would also like to see more involvement by students in the administrative bodies and committees.

Table 14 shows that involvement by instructors was most emphasized in decisions relating the non-regular school programs and activities. But equally emphasized was the involvement of the adult students and clients.

Table 13

Perceived School Emphasis on Involvement by Selected Groups in School Administrative Bodies and Committees--Ekura

Perceived Emphasis

5=Very Strong
4=Strong
3=Moderate
2=Little
1=None

Adequacy

3=Too Much
2=Adequate
1=Too Little

N	Mean	SD	Groups	N	Mean	SD
19	3.6	1.07	Community Agencies/Organizations	19	2.0	0.00
20	3.5	1.01	Regular School Teachers	20	1.8	0.44
19	3.4	1.01	Other Community Members	19	1.7	0.45
17	3.4	1.23	School Support Staff	15	2.0	0.38
20	3.3	1.17	Parents of Regular School Students	20	1.7	0.47
14	3.1	1.21	School Volunteer Staff	11	1.9	0.30
18	2.8	1.11	Instructors of Non-regular school Programs and Activities	13	2.0	0.00
16	2.7	1.20	Adult Students and Clients	12	1.8	0.39
16	2.3	1.25	Regular School Students	15	1.5	0.52

This could perhaps be explained by the fact that these two groups were directly involved with these programs and activities. As indicated by the Adequacy Mean scores ranging from 1.8 to 2.0, the respondents viewed the school's emphasis on the involvement by all the groups in decisions relating to the non-regular school programs and activities to be adequate. There was also a good level of consensus on the Adequacy of such involvement as judged from the Standard Deviations ranging from 0.00 to 0.42. Hence it could be argued that the respondents were very satisfied with the level of emphasis the school put on the involvement of these groups in decisions relating to the non-regular programs and activities.

Table 14

Perceived School Emphasis on Involvement by Selected Groups in Decisions relating to Non-regular School Programs and Activities--Ekura

Perceived Emphasis

5=Very Strong
4=Strong
3=Moderate
2=Little
1=None

Adequacy

3=Too Much
2=Adequate
1=Too Little

N	Mean	SD	Groups	N	Mean	SD
18	3.8	0.81	Instructors of Non-regular school Programs and Activities	18	1.9	0.24
17	3.7	1.00	Adult Students and Clients	17	2.0	0.00
22	3.6	1.18	Parents of Regular School Students	22	1.9	0.30
17	3.5	1.23	School Support Staff	17	2.0	0.00
18	3.4	1.00	Other Community Members	18	1.9	0.24
18	3.3	1.13	Community Agencies/Organizations	18	1.9	0.32
19	3.0	0.90	Regular School Teachers	19	1.8	0.38
11	2.7	1.01	School Volunteer Staff	10	1.8	0.42
17	2.6	0.86	Regular School Students	16	1.9	0.25

The respondents perceived the school to have put little emphasis on involvement by various groups, except regular school teachers, in decisions relating to the implementation of subjects and courses to be taught in the regular school program. This is clearly indicated in Table 15 by the low Perceived Emphasis Mean scores ranging from

Table 15

Perceived School Emphasis on Involvement by Selected Groups in Decisions relating to Implementation of Subjects and Courses to be taught in the Regular School Program--Ekura

Perceived Emphasis

5=Very Strong
4=Strong
3=Moderate
2=Little
1=None

Adequacy

3=Too Much
2=Adequate
1=Too Little

N	Mean	SD	Groups	N	Mean	SD
16	3.8	1.05	Regular School Teachers	16	2.0	0.00
13	2.3	0.95	Regular School Students	13	1.9	0.28
19	2.3	1.16	Parents of Regular School Students	17	1.8	0.44
14	2.3	1.20	School Support Staff	14	2.0	0.00
13	2.2	1.17	Community Agencies/Organizations	11	1.8	0.41
17	2.1	1.11	Other Community Members	15	1.9	0.35
11	2.1	1.14	Instructors of Non-regular school Programs and Activities	11	1.9	0.30
12	1.8	1.34	Adult Students/Clients	10	1.9	0.32
9	1.6	0.88	School Volunteer Staff	8	1.8	0.46

1.6 to 2.3. Interestingly, however, the respondents viewed such emphasis to have been adequate, judging from the Adequacy Mean scores ranging from 1.8 to 2.0; and the Standard Deviations on the Adequacy means also indicate a good level of consensus. It could thus be argued, on the basis of the information contained in Table 15, that the respondents would prefer little involvement by community people in issues and decisions relating to academic or instructional matters of the school.

The interview data also revealed that respondents generally sought involvement only in non-instructional and non-management areas. The interview data revealed that there had been little or no influence by parents, community members, and staff on the appointment of such school leaders as the principal and the community school coordinator, yet most respondents did not want to see any change in the degree of influence by the groups on these appointments, either because they felt they were not qualified to exert such influence or that the system they had was working well. Very few respondents thought that influence by certain groups on these appointments was called for. For example one teacher remarked:" ... teachers have very little influence in the appointment or choosing of a principal ... I think that teachers should be involved, particularly in the selection process of the principal. ... "

Procedures. In addition to studying the Charter[41] of the CSAC, the researcher had the privilege of attending a regular meeting of the Committee during his two-week stay at the school. Membership of the Committee was open to representatives of community agencies and organizations, parents, school staff, and the community at large, and others who were members because of their office, such as the principals and the community school coordinator. Apart from those who were members because of their office, representatives held office at the pleasure of their respective agencies or organizations.

The executive members of the Committee, namely, the chairman, vice-chairman, the secretary, and two members of the Committee held office for one year though they were eligible for re-election. Meetings of the Committee were fixed on the first Wednesday of every month. Each member attending a meeting had the right to vote, but there was no voting by proxy. The quorum for conducting business at general meetings was ten members; and and decisions were made by majority vote.

The School Plant

A number of changes were made to the school facility in an attempt to make it more adaptable to community use.

The Library. Each of the elementary and secondary levels had had its own library. Following attainment of designated community school status, the two libraries were combined and located between the elementary and secondary buildings. The library was further expanded to make it useable also by adult population of the community. It also provided inter-library loan privileges to members of the community.

The library hours were also conveniently fixed to facilitate its multiple use. Hence the hours, at the time of the study, were as follows:

Monday through Friday: 9 a.m. to 3:15 p.m.
Monday Evening: 6:00 p.m. to 9:00 p.m.
Tuesday and Wednesday Evenings: 6:00 p.m. to 9:30 p.m.

Students and community people had access to the library at any time it was open.

Home Economics Facility. The Home Economics facility was also enlarged in an attempt to make it more suitable for expanded use.

Others. Other minor facility adaptations included the installation of a bulletin board on which were indicated community education programs and activities which came on every day. There was also a Senior Citizens' Drop In Center located on the school grounds which was used during the day and evening for adult classes and meetings. The school also had two computer centers and two gymnasia which were constantly used by the community.

Some Concerns. In spite of the changes that had been made to the school facility, a number of respondents, including members of the leadership team and the teaching staff felt that there were a number of areas that needed to be improved. As a member of the leadership team admitted, in relation to the "facility adaptation" characteristic:

> ... it's an area where we have been weak on, and we have been weak for years on that, but it's been a matter of priority. I guess that has been considered as something of a frill; but I think now that things are getting tougher, it may be more important to establish a higher profile image of the physical plant ...

One of the major concerns had to do with the location of the office of the community school coordinator in the elementary school. This location was not perceived to be ideal because there was a feeling that the community school coordinator belonged to the elementary school, and not the secondary school. Respondents wanted to see the coordinator's office centrally located between the elementary and secondary levels.

Another issue relating to the community school coordinator's office concerned the sharing of the office with the community school secretary. It was felt that such sharing of office by the coordinator with somebody else sometimes made it difficult for clients to discuss their problems openly with the coordinator.

One member of the leadership team commenting on the absence of a community room stated:

> ... I think that the people would feel a lot more comfortable if there was somewhere they could come and do their own thing. I know that there has been concern from the staff too, saying that it's very difficult to come in to have your coffee break and never know who's going to be sitting there ... I would like to see something like that,where parents would feel it's theirs ... like they are not intruding. And the staff would also know that it's a community room and if they choose to be in there, then they know that they're going to see community people around.

But another leader pointed out that "actually we tried to foster the idea that the whole school is a community room ... however, it seems people think that they are interrupting with their presence."

Even though most of the non-school respondents of the study felt quite welcome in the staff room, and a few of the staff did not see any problems having the community people in the staff room, most felt that a community room in the school would be very useful. As one teacher put it,

> ...we do try to make the community people feel welcome in the staff room, but sometimes it's difficult, because teachers would sometimes like to discuss things in the staff room that you wouldn't feel comfortable discussing if the were parents or community people present.

Though the Home Economics facility had been expanded, the area which contained cooking facilities used by many community groups was not attached to the main facility where the bulk of community functions were held, that is, the gymnasium. And the kitchen itself was also seen an not being big enough for use by many groups.

Community Education Support Services

Community School Secretary. This was a full time position attached to the office of the community school coordinator. It was the responsibility of this staff person to carry out all the secretarial duties relating to the community education aspect of the school. She prepared the minutes of all meetings of the CSAC, typed, and sent to members all materials relating to meetings of the Committee. In addition she assisted the community school coordinator in booking and scheduling after-school programs and activities, and in implementing "community related curriculum" characteristic in the school.

The Evening Hostess. The evening hostess was also attached to the community school coordinator's office and assisted in the implementation of the school's after-school programs and activities. Her responsibilities included assisting groups and individuals to settle in their respective assigned areas, and to maintain security of the school facility while programs and activities were going on.

The Technical Level

Moms and Tots--A Pre-School Program

"Everyone a Learner" was one of the established characteristics of community schools which suggested that though in the community school "the education of the young is the priority, all members of the community are potential students, including pre-schoolers and adults of all ages." At Ekura community school, Moms and Tots, a pre-school program was a major program which contributed to the meeting of this characteristic.

The program which involved three to four year olds and their parents had the objective of preparing the children for entry into Kindergarten. It was held on Fridays from 1:00 p.m. to 3:00 p.m., when parents with their children got together in the school to engage in various learning activities. These activities would normally include doing crafts, reading stories, and playing in the gymnasium.

Each parent would normally take turn preparing something special to do with the children, plus bringing snacks for the day. At the end of the playschool period, the parents would take the children on a little trip or take them somewhere in the community.

The program which was well patronized by parents of Ekura and surrounding farms and communities ran from the end of September to the beginning of May. In November, 1987, the program had an enrollment of 27 children. When asked how useful she found the program, a respondent said "We've found it very useful; we've gone for two years now, and we've really enjoyed it."

The questionnaire data show that the respondents perceived the school as putting moderate emphasis on the organization of programs and activities for pre-school children.

This is indicated by the Perceived Emphasis Mean score of 3.1 (item 26 Appendix XXV). With an Adequacy Mean score of 1.9 having a Standard Deviation of 0.24, there appeared to be a general consensus that the school was putting adequate emphasis on this area.

In-School Programs/Activities, and Methods Involving Regular School Students

Kihcikawewimisowin--A Native Education Project

As one of the ways of relating the school curriculum to the community within the "community related curriculum" characteristic, the Ekura community school had developed a Native Education Project.[42] About half of the student population of the Ekura community school was Native Canadian, hence the program was very useful in terms of enhancing the cultural heritage and language of the Native students, as well as developing among the other students appreciation and understanding for other cultures. The program, which was being initiated during the 1987-88 academic year, was available at both the elementary and secondary levels of the school.

The project, with the title of "Kihcikawewimisowin," a Cree word meaning "self respect," had the objective of "increasing the feeling of self respect and self worth in all students, and in particular Indian students," serving as a means of solving problems of attendance, achievement, and retention in school among Native students, and fostering in all children "a tolerance and understanding of individual differences and cultural diversity."[43] The school was working hand in hand with a Local Indian Advisory Committee in the organization and implementation of the project.

At the elementary school level, the project included the teaching of Cree Language to all students in Grade I, plus the study of Native Culture and Heritage through the use of guest speakers and field trips by all grade levels.

At the secondary level, the project consisted of the Cree Language program, Native Culture and Heritage, and an Intramural program. In the 1987-88 academic year, the project involved Grades 7 and 8, and Physical Education 30 and English 30/33 classes which had most of the Grade 12 students.[44] While the Cree Language program involved only Grades 7 and 8, other aspects of the project applied to all the groups; and the intramurals applied to all students of the school. The use of Native guest speakers, Cree Language Teacher, Cree Dancers, and Drama presentation had been planned as major methods of implementing the project.

This project was not only meeting the community school characteristic of "community related curriculum," but by engaging the Native people in the planning, organizing, and implementation of the project, the school was implementing other characteristics of community school, namely, "collegiality," and "parent and community involvement."

Veterans Program

Another means by which the "community related curriculum" characteristic was implemented in the school was through the Veterans Program,[45] which involved the Grade 6 class mainly. In the Ekura Hamlet and the surrounding communities lived a number of veterans from the last world wars. The school in cooperation with an individual veteran took advantage of this pool of resource and initiated the Veterans Program in 1985. The program's three-fold objective was to "recognize contributions of local veteran citizens, understand Canada's past and present contributions toward world peace, and to work toward keeping peace with Canada and other countries."

The planning of the program involved teachers meeting with Legion representatives to develop objectives, interview format, and to compile a list of local veterans. The program consisted of the students holding personal interviews with the veterans and compiling information on them.

The end result of the program was the production of a research report by the students, in the form of a Handbook containing reports on the veterans. The reports contained such information as the nature of their personal involvement in the war, e.g. position, place of combat, and their memories. Pictures of the many veterans from the community who were involved in the world wars were posted in the elementary school.

As part of the program, the school worked in cooperation with the local Legion to have a Memorial Service which involved the entire Ekura community school prior to the Remembrance Day activities, and to which all veterans in the community were invited to attend. At the Remembrance Day ceremony, selected Grade 6 students would lay wreaths at the Legion Hall. Following the Memorial Service, the veterans would be served lunch by the Grade 6 students;[46] and teachers and students would have the opportunity to socialize with the veterans, and by so doing learn from them. The lunch would be prepared by the parents of Grade 6 students.

From these activities, it could be seen that the Veterans Program was also a major way by which the school implemented the community school characteristics of "interagency cooperation," "parent and community involvement," and to some extent "everyone a teacher."

Outdoor Education Project

This program was one of the ways by which the Ekura school had been introducing students to life skills in the rural environment, as part of the "community related curriculum" characteristic. At the elementary school level, the program involved Grade 5 students, while at the secondary level it was an optional program for the junior high students.

The project normally began with a few classroom sessions on the Outdoors during which time some parents and community members with experience and knowledge of the outdoors would come to the class to talk about some aspects of the outdoors. For example, in the 1987-88 program at the junior high level, plans had been made for a Fish and Wild Life officer to make some presentations; and some parents and community people had been scheduled to come in too.

A major aspect of the project was a 4-day activity during which time the students would hike to an area and camp for three nights to gain practical experience in what had been learned in class. During the hike, the students would study areas of orientation for survival in the wilderness, including such things as:[47]

1. "emergencies in the wilderness;
2. map and compass work;
3. travel in the wilderness;
4. where to find food and water for survival;
5. shelter building;
6. signalling for help;
7. building and caring for fire;
8. reading the weather; and
9. conservation and appreciation of the great outdoors."

After the trip, the students would be involved in a follow-up work on outdoor experiences. The students might also set up a display on the Outdoors.

From the description of the project, it could be seen that not only did it meet the characteristic of "community related curriculum," but it also satisfied the community school characteristics of "parent and community involvement," "collegiality," and "interagency cooperation."

Fire Safety--A Safety Awareness Program

A fire safety program had been regularly offered every year over the last several years as an aspect of the community related curriculum in the elementary school. It involved all classes at the elementary school and was planned and organized with the local Fire Department.[48, 49]

The school declared one week in October-November as a Fire Safety Week during which time classes were involved in related activities. Each year, there was a focus on different aspects of fire safety. For the 1987-88 year, the focus was on "Fire Safety with Cooking Oils and Grease." A major activity in the Fire Safety Program was the viewing of films on fires and fire safety by all classes; with each class viewing films deemed most suitable for it.

Another activity undertaken by students was the development of a "Plan to Get out Alive," a fire escape plan for their homes.[50] Parents were requested to be involved in this activity by assisting their children in drawing up the fire escape plan for the family. In so doing the family would also be made aware of fire safety and what to do in case fire broke out in the home. In addition, the Fire Department would come to the school for demonstrations on Fire Safety and Rescue Techniques.

In a visit to the Fire Hall the students would learn about the different parts and uses of the fire truck. Poster contests were organized in conjunction with the Fire Department on differents aspects of the program, with one winner chosen from each class. For example, the Grade 1s would have a poster contest on "What I saw at the Fire Hall." This program was also a very major way by which the "interagency cooperation" characteristic was implemented at the Ekura community school.

Other safety programs which were also annually organized at the school were Bus Safety, Farm Safety, Bicycle Safety, Boat Safety, and Playground Safety.[51, 52, 53, 54, 55]

Voluntary Fire Fighting Program

As part of the school's concern and involvement in finding solutions to problems of the community, the Ekura school had streamlined involvement of the more mature students, particularly those at the secondary level, in fire fighting in case of emergencies, since the Ekura community and its District did not have any paid full time fire fighters.

The more mature students who volunteered to participate in the program received training from the Fire Department (which was itself a volunteer department) on their own time in the evenings. Once they had received the training, the school obtained Board approval for them to leave the classrooms and help in of emergency situations. However, students under 18 years were not permitted to go into an actual fire. But they were very good helpers in terms of going on errands in emergency situations.

Class Twinning and Exchange Programs

To introduce students to lifestyles other than their own, including urban lifestyles, the school had developed class twinning and exchange programs with other schools, as part of the "community related curriculum" characteristic.

At the elementary school level, a major exchange program during the 1986-87 academic year involved the Grade 1s who were twinned with a Grade 1 class of a school in the nearest metropolitan center.[56, 57] To begin with, the students had to become familiar with the Ekura community in order to be able to exchange information on the community with their pals in the metropolitan center. There was, therefore, first a study of the Ekura community by the students through field trips with assistance of parent volunteers.

Then, the approximately one hundred Grade 1 students of the metropolitan school exchanged letters with the Ekura Grade 1 students. This was followed by a visit to the metropolitan school by the Ekura Grade 1 students in the latter part of the 1986-87 school year. In the metropolitan center, the Ekura students with their host class visited many places of interest, including the Police Station and the Public Library; and had a ride on the LRT (Light Rail Transport) system.

On their return visit to Ekura, the metropolitan Grade 1 students visited chicken farm, hog farm, and a dairy farm. The Ekura community school (elementary) had another exchange program with a rural community school which was located nearer to the metropolitan center.

At the secondary level, the exchange program went beyond the province to involve students from a city (Hamilton) school in another province (Ontario).[58]

Work Experience Program

As part of the community related curriculum, and in fostering interagency cooperation, the secondary level of the Ekura community school offered a Work Experience program for credit through the school's Guidance department.

While some of the students were assigned to businesses in the community, such as the local hairdresser and the Volunteer Fire Department, many of the students were placed in the school as Library aides, and at the elementary school level as teacher aides.

One member of the leadership team felt that to make the program more meaningful, there was need for some changes. The concern was expressed in these words:

> I would like to see a bit of a change in the [Work Experience] program ... I would like to see the positions actually advertised, and have the students apply for them, and follow through with an interview. I would also like to see the businesses put together job descriptions so the students know what is expected of them when they apply.

From the questionnaire data, the school was seen as putting moderate emphasis on the Work Experience program, as indicated for item 29 (Appendix XXV) by the Perceived Emphasis Mean score of 3.1. From the Adequacy Mean score of 1.6, it could be said that more emphasis on this program by the school would be desirable. However, one has to appreciate the limitations imposed on the school by the limited employment avenues in this very small Hamlet, thus making expansion of the program difficult, if not impossible.

Student to Student Help in the Teaching-Learning Process

A major community school characteristic was "everyone a teacher," a characteristic which called for the utilization of not only regular professional teachers, but community members--both adults and students, in the teaching process.

Student Helpers. At the elementary level, this program involved the Grade 4s and 6s serving as buddies and working with the children at the Kindergarten and Grade 1 levels. In addition, some of the Grade 6 students served as helpers to handicapped students in the school.

As part of the Work Experience Program, Grades 11 and 12 students would also be assigned to Grades 1 to 3 classes as teacher aides, assisting the regular school teachers.

In the normal classroom situations at both the elementary and secondary levels, the carrying out of research projects by the students and reporting on these was another way the students not only taught their fellow students, but sometimes even the teachers. The following was how one teacher described the practice:

> A group of students may choose to study a common fur bearing animal, such as the beaver or muskrat. They then present their report to the class, so that their friends learn from them. But in some cases, I personally have learned some things from my students; in fact some of these students are more knowledgeable about those animals than I am, so ... I am learning from them as well.

Peer Support. This was a program by which trained students helped fellow students who were going through difficulties to help themselves. It was therefore a program "to improve health and well being of young people through peer intervention ..."[59] The program began in 1986 through the school's Guidance department with a group of secondary students who were trained in communication skills at workshops organized by AADAC.[60, 61] The objective of the workshops was to develop in the students "personal skills to better assist their fellow students."[62] Once they had received their training, these students served as resource persons to whom students could go, not for advice, but to talk to about their feelings, thoughts, and problems.[63]

As indicated for item 25 (Appendix XXV) by the Perceived Mean score of 3.1, questionnaire respondents perceived the school as putting moderate emphasis on the use of students as resource persons, an emphasis which was viewed by the respondents as being fairly adequate.

Community Information-Picture Handbook

This was a major community related curriculum project undertaken at the Grade 3 level within the Social Studies Unit. Its objective was to familiarize the students with their community.[64] With assistance from parent and community volunteers, the students visited the community, interviewed people to gather information on the services available in the community; and took pictures of the important places, scenes, and activities. The pictures and information were put together in an Information-Picture Handbook on the community.

Service to Senior Citizens

As part of its concern for and involvement in the community, the school regularly provided services for the senior citizens of the community. One major service to the Seniors by the elementary students was the "Birthday Column," by which the students sent birthday cards out to the Seniors, a service which had been going on for two years, at the time of the study (November 1987). During the 1987-88 academic year, a new dimension to the service was introduced to personalize the cards. That is, as a means of personalizing the birthday cards, the students were making the cards themselves as an Art project.

Another service was the organization of the Seniors' Supper in the early part of December by the Community School Advisory Committee (CSAC), and which involved all students of the school, both elementary and secondary.[65] While some of the students served the meals to the Seniors, others provided entertainment. Thus the secondary school band played, the school choir sang, and the Drama Club performed. There was also the singing of Christmas carols during the Christmas time at the Senior Citizens' Home by the elementary school students.[66]

The service to the Seniors and the voluntary fire fighting by the mature students of the school appeared to be the major services provided to the community by the students of the school. As indicated in items 32 and 33 of Appendix XXV by the Perceived Emphasis Mean score of 3.0 in both items, the questionnaire respondents perceived the school as putting moderate emphasis on regular students providing service to the community while learning, and the school organizing programs and activities for Senior Citizens. But there was general concensus among the respondents that these emphases were generally adequate as evidenced by the Adequacy Mean scores of 1.8 and 1.9, and Standard Deviations of 0.43 and 0.25 respectively.

The view of the respondents on the school's emphasis on students providing service to the community in course of learning is not surprising because as could be seen from the reasons behind the school seeking community school status, provision of service by students in course of learning was found to be the least frequently identified reason (see Table 12).

Field Trips and Use of Community Facilities

Mini Field Trips. These were the field trips taken by students of various Grade levels of the elementary school to the Ekura Hamlet with the objective of "familiarizing students with what really is the Ekura community" [67] The mini field trips took the students to such places in the community as the school yard, Post Office, the Fire Hall, the community skating rink, and local businesses, including the General Store, and the Family Take-out restaurant. These were usually taken in conjunction with units in the regular school program, such as Science, Health, Social Studies, and Language Arts.

Through the mini field trips, the school made use of the limited community facilities for learning purposes in the regular school program. The questionnaire data indicate that the respondents perceived the school as putting more than moderate emphasis on the use of physical facilities of the community for learning purposes. This is indicated by item 17 in Appendix XXV which shows a Perceived Emphasis Mean score of 3.4. This emphasis was also viewed as adequate by the respondents as indicated by the Adequacy Mean score of 1.9, a view which was nearly unanimous as indicated by the Adequacy Standard Deviation of 0.34.

Major Field Trips. All students were given opportunity to go on a major field trip. For example, the Kindergarten students would usually go on major field trips to the zoo in the nearest metropolitan center and to a Bakery in the nearest town; the Grade 2s would visit the nearest town, thirty-two kilometers away, for a day's activities, including swimming; the Grade 4s would go on a three-day trip to a resort center in the mountains during which time they would visit a zoo, a Pre-Historic Park, a popular tower, and a well known museum; and the Grade 6s would visit the Parliament Building, two towns in which were located a famous museum and a power plant, respectively.[68, 69] There were also occasional field trips to the provincial Legislature and to more distant places such as the Terry Fox Center in Ottawa.

Secondary Level Field Trips. Field trips were integral parts of Outdoor Education, Science, and the Native Education programs. Places usually visited included the nearest metropolitan center, the nearest town, an oil production center, and out of province places.

Other Student Outings

Students at both the elementary and secondary levels undertook other outings as part of the community related curriculum. One such outing occurred during the annual Indian Days celebrations when students and teachers visited one of the Reserve communities.[70, 71] Another example occurred during the 1986 Christmas season when the school band was invited to one of the Reserve communities for a Christmas concert.[72]

Community Members in School and Classroom Activities

Participation of parents and other community members at the implementation stage of programs and activities of the school was a major aspect of both the community school characteristics of "community related curriculum" and "involvement of parents and other community members."

Volunteers in Non-classroom Activities. At Ekura community school, volunteers in non-classroom activities were mostly parents, and the greatest use of such volunteers was in the major field trips at the elementary school level. Volunteers also helped plan and construct the Creative Playground of the school, and to organize special events such as the Harvest Supper, Cultural Day, and Winter Carnival.

Volunteers in Classroom Activities. Parents and other community people served as volunteers in the classrooms for two main functions, first as aides or assistants to teachers, helping out in the instructional process through such things organizing students, supervising student activities, and helping students with their work, and second in serving as guest speakers on subjects or topics being studied by the students in classes.

As one parent emphasized, "I have been very much involved, coming to the Kindergarten classes when my children were there and getting involved in anything that was going on." And a non-parent community member respondent also pointed out that "At one time, the Kindergarten was one third parents and two-thirds teacher or paid staff."

However, one member of the school leadership expressed a difficulty:

> What we have done in the past is that we have called parents in as there was a need. We don't have any parents that come to classrooms on a consistent basis, which is unfortunate ... It is something that has been scary for a

> number of teachers ... it's very, very, scary for some to think of someone coming in and "watching over me," which is really not the case.

As a means of overcoming the situation, the school was in the process of developing a Parent/Volunteer Handbook. To do this, the teaching staff would provide a list of things they could use help with. The description of the job would include the time it would take per week or month. Once this was done, parents wanting to become involved would be required to come in on certain days to work towards the number of hours required to complete that task. It was believed that by developing the Parent/Volunteer Handbook with involvement of the teaching staff, teachers would feel more comfortable in having people come in to their classrooms to help in the instructional process. The school also planned to engage a training person to talk to the school personnel about screening volunteers, and how a program could work using volunteers.

The questionnaire data indicate that the school was perceived as having put moderate emphasis on parents helping school teachers through appropriate volunteer work, as suggested by the Perceived Emphasis Mean score of 3.1 for item 27 (Appendix XXV). The Adequacy Mean score 1.6 on this item also suggests a need for increased emphasis in this area. Even less emphasis was perceived to have been put by the school on other community members being used as helpers by the regular teachers in the learning process, as indicated for item 41 (Appendix XXV) by the Perceived Emphasis Mean score of 2.6, an emphasis which was also given an Adequacy Mean score of 1.6. Parents and other community members served as guest speakers in school classes, such as Social Studies, Occupations, Outdoor Education, and Guidance regularly at all Grade levels in the school. Invited guest speakers might include a hairdresser, an agriculturalist, the postmistress, a police officer, a mechanic, dentist, farmer, nurse, journalist, and a social worker. In using the parents and other community people to carry out this function, the school was implementing the community school characteristic of "everyone a teacher."

The questionnaire data also indicate that the school put more than moderate emphasis on the use of community people as guest speakers as shown for item 21 of Appendix XXV by the Perceived Emphasis Mean score of 3.3. And the Adequacy Mean score of 1.8 indicates that the respondents viewed such school emphasis as being quite adequate. Volunteers for the various functions were usually recognized in the school Newsletter, and some were honored as citizens of the month.

Community Issues in the School and in Classrooms

Study of community issues, often in cooperation with other community agencies, was one of the ten characteristics of community schools implemented at Ekura school through the following.

Police Awareness Program. This was a program organized and implemented in cooperation with the RCMP (Royal Canadian Mounted Police) at the elementary school level. The objective of the program was to promote a positive image of the police officer among the students, and to help students understand the role of the community in crime prevention. An RCMP officer would come to the school and talk to the students about the role of the police officer as a friend to them and the community; and the role of the community members in crime prevention. The program would normally culminate in students from a number of classes going to visit the RCMP barracks.

Drug Abuse Program. Began in 1985, this program was developed and implemented in cooperation with AADAC (Alberta Alcohol and Drug Abuse Commission) and the RCMP. The objective of the program, organized for the junior high students at the secondary level, was to help students develop a positive self image and self worth as a means of preventing the abuse of alcohol and drugs by the students. One approach used by AADAC was to present films and detailed information about addicted people to the students after which there was a discussion of ways of preventing people from being addicted to drugs or alcohol. As part of the program, an RCMP officer would also come to talk to the students about the effects of being caught involved in drugs.

Another aspect of the program was offering a kind of "family counselling" which was described by the community school coordinator as follows:

> If they [the students] have a family member that is creating a problem in the home because of alcohol or drug abuse, they don't necessarily have to come and get help for them; but there are counsellors that they could talk to so as to feel comfortable about themselves and the problem.

The AADAC counselling personnel consisted of one social worker and one counsellor employed by the two Native Indian Reserves, who visited the school twice a week, "They were just there, visible, to talk about various problems. If a student has missed a lot of school and the staff think it may be a drug or alcohol related problem, they'll go and talk with them," the coordinator added.

Since 1985, AADAC had also been providing workshops for the school staff and community members on how to deal effectively with problems of alcohol and drug abuse.

Other Issues at the School Level. In order that the school would be able to get the message on physical and sexual abuse through to students, one of the principals and the community school coordinator were, in 1987, serving as members of the Child and Physical/Sexual Abuse Committee with other agency representatives, including a lawyer, doctor, RCMP officer, social workers, mental health therapist, Crisis Center person, and nurses in the nearest town.[73]

The CSAC had been involved in trying to convince the Department of Highway/Transportation to rescind its decision to change the corner of the two highways bordering the hamlet of Ekura,[74, 75] a decision which implemented was expected to undermine the existence of the Hamlet.

Through the efforts of the community school coordinator and the CSAC, the appropriate by-laws relating to snowmobiles being driven around the Hamlet and dogs running loose in the community[76] were extensively publicized in the school Newsletter, resulting in the problems being resolved. To educate the community on the platforms of the various candidates running for County elections in 1987, the CSAC in conjunction with the Alberta Teachers' Association organized a political forum to which all members of the Ekura and District communities were invited.[77]

Instructional Activities in Classrooms on Community Issues. In classrooms at both the elementary and secondary levels, community issues were discussed as they came up in various courses such as Health, Social Studies, and Language Arts. Research projects and class reports were prepared, and students wrote articles on issues which appeared in the Town Journal. For example, in Communications and Language Arts classes at the secondary school level, students had written class reports on community issues relating to conditions of the roads in the Hamlet, telephone party lines, and community businesses which had been published as articles in the Journal of the nearest town. The questionnaire data, however, indicate that a majority of the respondents perceived the school as putting slightly less than moderate emphasis on students studying local community issues and problems. This is indicated for item 36 (Appendix XXV) by the Perceived Emphasis Mean score of 2.7. And the Adequacy Mean score of 1.5 also shows that the respondents viewed such emphasis as less than adequate.

Special Events and Activities

A sense of community was ensured through the school organizing social and cultural events which brought together the people of the school attendance area.

Harvest Supper. The Harvest Supper[78, 79, 80] was an annual event organized by the Community School Advisory Committee (CSAC) in October to coincide with the annual anniversary celebration of the attainment of designated community school status. All the work relating to the celebrations such as preparation and serving of meals were done by the parents of the school.

The festival which usually attracted between 450 and 500 people from the school's attendance area including the two Native Reserves was held at the elementary school gymnasium. Money raised through charges for the supper went towards funding various school activities. A short program which followed the supper usually included payment of tribute to an organization and/or individual who had in course of the year contributed in some way towards the improvement of the community, an address by a renowned person with interest in community education, and entertainment by the school choir, the school band, and various performers.

In some years, such as 1987, the harvest supper was organized in the form of cultural meals representing various nationalities and cultures, including Native Indian meals, with the festival thus becoming a Multicultural Harvest Supper.

Cultural Day. In the 1985-86 academic year, the Ekura community school organized for the students and people of the attendance area a major event in the form of cultural performances. Altogether, six professional performers, including local cultural performers from the various cultures, participated in the event which went on throughout the day and evening. The event aimed at emphasizing the fact that culture was an important part of the lives of Ekura and District communities which had a population of many nationalities and cultures, including Native Indians. In 1987, the Cultural Day was held as an alternative event to the Winter Carnival.

Winter Carnival. This was an annual major event which was held by the school in cooperation with community organizations and groups for the students and community members of the school attendance area. Usually held between January and March, the occasion consisted of many fun activities for the students and community members. Among the activities, which would normally vary from year to year, were tug-of-war, toboggan races, sleigh rides, and other winter sports.[81] Many of the activities for the students were planned by the students. As part of the day's activities, various cultural performers, including Native Dancers and Ukrainian Dancers, would be invited to participate. Other activities which had been held as part of the Winter Carnival over the years had included pancake breakfast, potluck supper, bingo, arm wrestling, and ice sculpture contest. Parents would normally take active part in the Carnival by providing food and drinks in course of the day.

Other Events. Among other events which annually brought the people of the school attendance area together were the Heritage Day celebrations held in the summer during which time many ethnic groups put up shows and performances, and Halloween Party. In addition, cultural groups from outside the province or even outside Canada might be invited. For example, in November 1987, Maori Dancers from New Zealand,[82] and a Native Dancers Group were invited.

Data from the questionnaire also indicate that respondents perceived the school as putting more than moderate emphasis on activities that brought together people of different age groups. This is shown for item 18 (Appendix XXV) by the Perceived Emphasis Mean score of 3.4. And the Adequacy Mean score of 1.9 with a Standard Deviation of 0.34 is an indication that there was good consensus among the respondents that the school's emphasis on this area was adequate. It thus appears that the respondents were quite satisfied with the school's role in bringing the people of the school attendance area together, a practice which contributed to the development of a sense of community.

After School Programs/Activities for School Age Children

Provision of recreational activities to the people of the school attendance area, including school age children, in cooperation with community organizations and agencies was an integral part of the community school characteristic of "interagency cooperation." At Ekura community school, the school cooperated with the Ekura Youth Development Committee (YDC) to offer a number of programs and activities for the school age children after regular school hours.

A major after school activity was the Gymnastics,[83, 84] meant for elementary school children. The program was held once a week, and extended from about mid-October to the last week of April. When asked to give her impression about the after school programs and activities in the school, one student said, "Last year, I was in the Gymnastics and enjoyed it very much."

Other after school programs and activities for the elementary level children included the Boy Scouts, Brownies, Girl Guides, and Pathfinders.[85]

At the secondary level, the school in cooperation with the YDC also organized such weekly activities as hockey and basket ball for students after school. Occasionally other activities, such as Power Skate, were also organized. The Students' Union also organized activities such as the Harlem Clowns and other sports and games activities for the students and staff. The school also had its own intramural programs for the students after school hours.

The questionnaire data indicate that the respondents perceived the school as having put moderate emphasis on the programs and activities for school age children outside the school hours, as evidenced by item 24 (Appendix XXV) by the Perceived Emphasis Mean score of 3.2.. The Adequacy Mean score of 1.9 for the item shows that the respondents viewed such emphasis as adequate. Hence the respondents appeared to have been quite satisfied with the school's emphasis on this area.

Community Use of School Facilities

The Ekura community school facility was constantly used by the people of Ekura and District, including the Native people, for all kinds of social, cultural, recreational, and educational activities. The extent of this use was described by one member of the leadership team in these words:

> ... we do have our facility available for our Native Reserves; and they do make use of it. They come to use the facility for Provincial Volleyball; and we've had them use it for putting on presentations, having dances, and

> using our school as their home-base where they could have performances. And they do come to use the school facility as opposed to going to their Reserve facilities. ... For the non-Natives, we host the majority of the weddings that are in the community here. We usually host about four to six private social events--anniversaries, weddings, etc. a year. We also host about eight to ten community and student dances in an average year.

Thus in Ekura, almost all cultural and social events such as cultural performances, dances, and weddings were held in the school facility.

The school facility was put to many other uses by the community. First, one of the churches at the Ekura Hamlet used the school facility for Sunday school classes every Sunday.[86] Secondly, the school served as a meeting place for many of the community groups,[87, 88] including the Chamber of Commerce, the Youth Development Committee (YDC), the Ekura and District Agricultural Society, and the Fire Department. Community groups also used it to organize fund raising activities such as bingos.[89]

The school library was open to both students and other community people during the school hours and in the evenings.[90, 91] The school facility was also used by the community people for sports and games; and community people took Further Education Courses at the school in the evenings.

Agencies such as AADAC and the Health Unit from the nearest town also used the services of the school for the delivery of their services to babies, senior citizens, school children, and other community members. For example, once in about every few months, the Health Unit would set up a clinic for babies; and flu shots for Seniors every fall, in the Seniors' Drop In Center, which is located on the school compound. In providing these services, the community school served as facilitator for advertising, opening and closing. These services would normally be provided during the week days when the regular school was also in session.

All the bookings for the use of the school facility for any activity were made through the community school coordinator's office. Some bookings, such as those which would involve the use of alcohol in the school, were also to be approved by the

Board. Finally, the school owned bus was not only used by the students of the school, but was also constantly used by community groups for their various trips.[92]

The questionnaire data also indicate the the school put strong emphasis on community use of the school facility. In fact, in Appendix XXV, it can be noted that, of the 52 items, the respondents perceived the school as having put the strongest emphasis on the school facility being made available for use by community members BEFORE and/or AFTER school each day during the school year. As shown in Table 16, the Perceived Emphasis Mean score for this item is 4.3 and the Adequacy Mean score is 2.00, with a Standard Deviation of 0.00 indicating complete consensus by the 22 of the 24 respondents who responded to the item that they viewed the emphasis the school put on this area as fully adequate.

With the Adequacy Mean scores for the four items on community use of school facility consisting of three 2.0 and one 1.9 (Table 16), it is evident that the respondents viewed emphasis put on the overall use of the school facility by the community as adequate.

Item 47 (Appendix XXV) indicates that the respondents perceived the school as having put little emphasis on the school facilities being made available to the community when regular students were on holidays. This is shown by the very low Perceived Emphasis Mean score of 2.2. As pointed out elsewhere in the thesis, this was the period when only special Board approved functions or activities were allowed in the school facility. The Adequacy Mean score of 1.8 for item 47 also indicates that the respondents viewed the little emphasis placed on the use of school facility during this time by the school as quite adequate. This could be explained by the fact that in the summer time people did not really need the school for many activities.

Table 16

Perceived School Emphasis on the Use of School Facilities by Community Members, Groups, and Agencies--Ekura

Perceived Emphasis

5=Very Strong
4=Strong
3=Moderate
2=Little
1=None

Adequacy

3=Too Much
2=Adequate
1=Too Little

N	Mean	SD	Use	N	Mean	SD
22	4.3	1.00	Use BEFORE and AFTER each school day during the year	22	2.0	0.00
22	4.2	0.69	Use by social agencies for delivery of services	22	2.0	0.00
21	3.7	1.15	Use all day during weekends in course of school year	21	2.0	0.22
21	3.1	1.35	Use from 8:00am to 4:00pm during weekdays in course of school year	20	1.9	0.31

Programs and Activities for Adults

These programs and activities which were organized in cooperation with other groups and organizations constituted one of the means of meeting such community school characteristics as "interagency cooperation," "everyone a learner," and "sense of community."

Let's Rev Activities

Under the leadership of the Ekura community school and the Community School Advisory Committee (CSAC), various programs had been developed for the school age children after school, and for the adult population in cooperation with other agencies. What was found was that the young adults, that is, the young employees of the community mostly unmarried or just married without children, a subgroup which had its own identity had been left out. They had no programs or activities that attracted them.

The CSAC in collaboration with the Ekura and District Agricultural Society, about a year and half ago got this group of young adults together under the name of "Let's Rev." The group organized social and recreational activities for the young adults using the school facility. The group was also involved in many fundraising activities the proceeds of which went to support worthwhile community projects.

Further Education Programs/Courses

In cooperation with the Ekura Further Education, the school organized many courses in the evenings for the adult population of Ekura and District, including the Native population. According to the coordinator, the courses were sometimes patronized even by people from outside the Ekura District.

Among the very many courses offered were Basic Computers, Aerobics, Bookkeeping, CPR (Cardio-Pulmonary Resuscitation), Calligraphy for Beginners, Cake Decorating (Beginners and Advanced), Social Dancing, Lady Beware co-hosted by the RCMP, Karate, St. John First Aid, Rug Braiding, Wooden Picture Framing, Sewing for Tots, Oil Painting, Ceramics, Furniture Refining, Quilting, Moccasin Construction, Knitting, Weight Lifting, and Fitness.[93, 94, 95]

The school cooperated with a nearby post-secondary institution to offer courses in Defensive Driving, Business Tips (Bookkeeping, Budgeting, Management, and Payroll Accounting), Wills and Estates, Life Insurance, and Spanish as a Second Language.[96] On occasion, an accounting firm from the nearest metropolitan center offered a session on Income Tax, and the Department of Corporate and Consumer Affairs offered a session on Family Budgeting.[97]

The Ekura Center. This was the Ekura community school where an overwhelming majority of the further education courses/programs were offered. The equipment and facilities, such as computers and classrooms, at the Ekura community school made it the most convenient center to offer these courses/programs.

Outreach Centers. The Ekura community school served a number of small communities which were spread out from one another, where distances sometimes discouraged people from travelling to attend courses at Ekura. When there was sufficient number of people in a community interested in a course, arrangements were made to have the course offered there. The coordinator described the approach in these words:

> ... we are going into the smaller areas where the body of people that want a particular course are from, and we will rent a facility in that area so that we can offer the course there. This makes the course a lot closer to home, and guarantees that those people get a chance tc participate in the course.

Through these outreach centers, a number of courses had been offered, such as a Furniture Refinishing course and a Cross-Country Ski course.

Sports and Games

These activities were normally organized in conjunction with community groups and organizations such as the Ekura Men's, Ladies' League, the Alumni, League Volley, and Mixed Volley,[98,99] and were held in the two school gymnasia. The major sports and games activities patronized by those groups and organizations were volleyball and basket ball which were usually held after the younger school children had finished with their after school activities.

Data from the questionnaire indicate that the school put more than moderate emphasis on organization of programs and activities for adults, other than senior citizens. This is shown by the Perceived Emphasis Mean score of 3.4 for item 19 (Appendix XXV). And the Adequacy Mean score of 2.0 with a Standard Deviation of 0.00 indicate that the respondents were unanimous in their view that the level of emphasis the school put on organization of programs and activities for these adults was adequate.

Other Programs, Activities and Services

The Community School as a Correspondent for Town Journal

The community school coordinator, on behalf of the school, acted as the Ekura and District correspondent for the weekly newspaper, the Town Journal, published in the nearest town.[100] In this capacity, she, with support of many individuals, covered many events and activities taking place within Ekura and District for the Town Journal. Because of her busy schedule, club reporters were encouraged to write the articles covering their events or meetings and and to submit them to her.

Income derived from the coordinator's role as correspondent was used to assist in funding special projects in the school and community. The 1987 income was used for updating the Community Directory.[101]

Community Directory

One of the major activities the community school coordinator undertook on behalf of the CSAC in 1987 was the updating of the Community Directory, which was first published by the CSAC in 1984.[102, 103]

The Community Directory project was undertaken with the following three-fold purpose in mind:[104]

1. "To welcome newcomers and serve as introduction to the Ekura community;
2. to provide all community members with the most complete guide possible to businesses, tradesmen, services, and facilities in the Ekura area; and
3. to help bring together people of similar interests within the community."

The Directory contained a brief history of the Ekura Hamlet, a short writeup on all agency services available to the community (including those in the nearest town); brief information on the school, Further Education courses, and every organization, including businesses, in the community; a telephone directory of the Ekura and District, including emergency and utility service telephone numbers; and a social calendar of the community which listed all the major events of the Hamlet.

Ekura History Book

In 1984, the CSAC working together with students and teachers of the Ekura community school and a group from another community produced a History Book on Ekura and District.[105] The student input into the project consisted of interviews with senior citizens of the community from whom the histories were made. Following publication, the books were made available for sale to the public at the office of the community school coordinator and the community library.[106]

From Spotlight of the Week to Citizen of the Month

The school had decided to recognize community people who were identified as deserving mention and honor as Spotlight of the Week. Nominations were encouraged from all community people. Once the names were received, these people were interviewed and their pictures and brief information on them were put in the local paper. The Chamber of Commerce took over this task as a Citizen of the Month event, and selected individuals who were featured in the school Newsletter and in the local Newspaper. This was seen as a way of recognizing and honoring a lot of people who worked hard behind the scenes.

Native Reserve Awards Night

The Native Indian Band Council of one Reserve in consultation with the Ekura school administrators had instituted an Awards Nights, at which deserving Native students were awarded prizes.[107] For almost ten years, the Ekura community school had cooperated with the Native Indian Band Council in these Awards by regularly identifying the deserving Native students. In addition, principals from both the elementary and secondary levels regularly attended the Awards Night with a number of the Ekura community school teachers.

The principals and the teachers fully participated in the event by taking part in the presentation of the awards to their students. The school's involvement in this activity was perceived by the school leadership as one way of breaking down the barrier between the Native community and the Ekura community school. And in that direction, as one member of the school leadership pointed out, "we have had a good success."

Usefulness of the Established Community School Characteristics

All the respondents found the established community school characteristics to be very useful. In fact, many felt that even before the Ekura school became a designated community school, it was operated along the lines of many of the characteristics. But one of the principals pointed out that these characteristics gave them "a goal or a target to shoot at." The established characteristics thus came to give them support for what they had been doing, and to give them a direction towards which the school could work.

One of the principals indicated that an important role of the principal of a community school is that of providing community leadership. The process of implementing the community school characteristics provided the framework for the principal to exercise the community leadership role.

Even though the Board did not have any formally established policy on community schools, the Board's support for, and actions towards the school implementing the community school characteristics were more than ample evidence for the Board's acceptance of the characteristics. For example, such support was demonstrated by the Board in its decision to pick up the 50 percent budgetary cutback imposed by the provincial government on community schools under its jurisdiction, and hence fully fund the Ekura community school. The Board's recognition of the usefulness of the community school characteristics was attested to by the chairperson when he said "... we would not have a community around here without the community school."

Even though none of the members of the school's leadership team had been involved in the development of the characteristics, all saw them as being very useful and relevant to their school and community. One of them argued:

> . ... The feeling of a community school is something a whole lot bigger than these ten characteristics add up to. But they were an attempt, and a pretty good attempt, to say what a community school is. ...I am quite happy with them; and our school should absolutely continue to pursue them.

All members of the school leadership team viewed implementation of the characteristics as having enhanced teaching and learning in the school. As one of them put it, implementation of the characteristics, "definitely enhances learning, it makes learning more real than just reading about things from a book. I don't see it hindering teaching and learning in any way." However, this leader also pointed out that implementation of the characteristics had been viewed as a threat by some, if only a few, teachers "because they've been set in their ways for so long, and it's really difficult for them to adjust."

Not one of the school leadership team would like to see any additions to or deletions from the characteristics. They found the ten as most appropriate for their school. However, even though one was strongly opposed to any future involvement in revision of the characteristics, should that become necessary, the majority of the members of the leadership team thought such future involvement, if not on individual basis then as a school, would be useful. One stated,

> After having been involved with this program for six years, and starting from square one, and really broadening over the years, I think that I could probably have some good input. ... At least all of us as a team, could have some very valid input.

The other said: "I don't see myself being a spokesperson necessarily for the community. ... I would definitely like to see the community have some input into any future revision of the characteristics."

The school leadership did not think that it would be useful to prioritize these characteristics but saw them all as equally important and interrelated. Such prioritization was not perceived as very useful even following imposition of a budgetary cutback on the school. The point was succinctly brought home by one member of the leadership team when asked whether such prioritization would be called for following imposition of a budgetary cutback, in the following statement:

> I think that I'd prefer to spread myself thinly on all the characteristics, because I feel then that we are not going to lose by somebody not having an opportunity to have an input, whether you're a parent, community member, senior citizen, or whatever. If we start saying that we're only going to zero in on say characteristic #1, then I'm really limiting the amount of people that I can involve, and we're going to lose the support of the rest, I think. We've got to try to maintain all of our people, so that when you need them, they will be there. ...

All other respondents saw the implementation of the community school characteristics at Ekura community school as having been very beneficial to the students and the community at large. To the teachers, implementation of the characteristics enhanced, rather than hindered, teaching and learning among their students. A few of the comments from the teachers illustrate the point. One said:

> I would say that in no sense that I know of has the implementation [of the community school characteristics] hindered learning among the students; anything that you can do to make the curriculum more relevant to the students is going to enhance their learning. The more real life situations that you can provide for students the easier it is going to be for them to learn.

Another stated, emphasizing the important role of bringing in guest speakers and accessibility of the school to community people, brought about through the implementation of the characteristics:

> I have found them [the characteristics] enhancing because its something extra that the students can relate to. If you simply bring out the ideas yourself, it's not quite as effective as, for example, when you have another

> person come in ... and reinforce what you have been teaching them. Another important aspect of the community school is that if the general public know they have access to the school, there is more respect for the school and pass this on to their children who are going to feel good about the school, and want to do better in school.

Finally, a third teacher emphasizing the atmosphere which had emerged in the school as a result of implementation of the community school characteristics, pointed out:

> ... I think the community school atmosphere here in Ekura has improved the students' sense of belonging, motivation and cooperation. I have been here for the last twenty years, and I have observed a vast improvement in these since we really got on with the community school.... It seems also that the students treat this school as their school as well. It's not just "your school" or "that school;" they can identify with it. It seems that along with that, we have better success in the classroom. They have a better feeling about the school and themselves, and I think that even increases their self esteem.

All parent respondents who were involved in the study also perceived the implementation of the community school characteristics at Ekura school as having enhanced learning among their children. One parent said:

> It [implementation of the characteristics] hasn't hindered; it has enhanced learning for them [the children] a lot. For example, for even the little ones, they get into the school a lot, and they are familiar with the school long before they have to enter formal school.

And another stated "I don't think it has hindered learning in any way. I think mostly, it has enhanced learning among my kids." Yet another parent argued "If our school had not received designation as a community school, that it was just 'the school,' probably the level of academic achievement would be much lower, particularly at the elementary school level."

Students appeared to be equally happy about the implementation of many of the community school characteristics in the school. Among the aspects of the school's operation students tended to like very much were the after school programs and activities, field trips, guest speakers, parents coming to the school, and the friendliness of the teachers. When the students were asked to talk about the things they liked about the school, some of the common responses were the following. "The intramurals, the field trips, the ski trips--when we go to places like Calgary and Banff;" "I like the baseball and volleyball we come to play after school;" "The teachers, ... there are lots of nice teachers;" and "On Remembrance Day, when we have people come in to talk about the war and stuff, and sometimes we have other people come in to talk about different things like drugs, careers, and vandalism."

On the other hand when the students were asked to talk about what they did not like about their school, nothing was mentioned that directly related to the implementation of the community school characteristics.

A major impact of the implementation of the community school characteristics mentioned by most of the respondents and in the CSAC Chairperson's Report[108] was that it had brought the community together and promoted a sense of community among the people who lived in Ekura and its surrounding areas. This was mostly attributed to a number of factors, among which were the Further Education courses held at the school in the evenings; the special events, such as the harvest supper, cultural day, winter carnival, and heritage day celebrations; and the sports and games activities held during the after school hours. One respondent said "I think it has improved the community outlook; it makes people feel closer together."

Another respondent said:

> The school serves as a sort of center around which activities revolve. Before the community school, we didn't have a Council [referring to the Community School Advisory Committee] where everybody met once a month; everybody was just on their own. I think this bringing the people together has been the biggest impact.

Similarly, a parent who had moved into the community from somewhere else had this to say:

> I believe that it has brought people together. ... When we, my family and I, moved into this area, we didn't know that many people. It was through the school that we got to know what is available in the town; and the different courses that were available if you wanted to take them, and what the children could become involved in. It is like a social service agency at times, providing a family support service.

As one teacher put it in the following, democratic ideals had been promoted by the implementation of the community school characteristics:

> ...we may have fostered democratic ideals of participation and involvement. When we began as a community school, some of our functions were poorly attended. As the years have gone by and more people have seen what we are doing, we have better response from the people coming to participate in our activities.

Some respondents felt that the operation of the community school had had impact on the economy of the Hamlet of Ekura through patronage given to the community business by the school itself when organizing its programs and activities, and by those who attended the functions of the school. As one respondent emphasized, "when the school is holding any kind of social function, we try and purchase the goods from the community rather than going elsewhere." Then there were, of course, the people who attended the functions of the community school who would also normally patronize the local businesses such as the gas station, the general store, or the restaurant. Also most community staff requirements were filled by people in the community. One community member respondent summed up the impact of the operation of the community school on the economy of Ekura Hamlet as follows:

> If the community school wasn't here, I'm sure that there would be a lot less business. After school hour activities are what bring a lot of the people into town. So it does generate some revenues for the businesses in town. ... Besides, the people that are hired by the community school definitely help the community too. There aren't that many jobs in this type of area so that job cutbacks make a lot of difference.

Respondents also felt that though vandalism had not been a serious problem in the community, it had been drastically reduced by the sense of identity that people had with the school.

One of the respondents who was highly involved in the school in all kinds of voluntary activities at the time of the study, had the following to say on the emergence of the spirit of voluntarism generated by the community school:

> There's also a very substantial voluntarism that occurs because the school is a community school. I can assure you that I was never wont to volunteer or have anything to do with the school when my kids were in the younger grades ...because I felt unwelcomed and uncomfortable in the school. I didn't want any part of going to a PTA meeting. It seemed either you asked questions and be seen as troublemaker, or you sat and passively accepted whatever the chairperson, who was an educator told you. So I was never prepared to invest any part of my time in that kind of a school.

This respondent had been so motivated by the atmosphere in the school and the kinds of activities and programs going in the school that he was investing his time in many kinds of voluntary activities in the school.

In a letter to the Minister of Education, following the announcement of the 50 percent budgetary cutback against community schools, the Ekura and District Chamber of Commerce described the usefulness of the community school at Ekura in these words:[109]

> To a group like ourselves, this [the operation of the school as a community school] gives us more than a meeting place.It allows us an opportunity as the business people of the community to have a say in all school activities through the Community School Advisory Committee (CSAC). It also gives us the chance to work together for the good of the community in a friendly setting. ... When problems have come up in our community, we have been able to meet and discuss the best solution to these problems through the CSAC. This has proved very positive. ... Our community school offers a facility that can be used for recreation, further education courses, a meeting place, cultural events, and community entertainment for adults as well as youngsters. In a small community like Ekura, this concept has made it possible for community members to enjoy a fuller lifestyle without travelling long distances. This in turn has benefitted our small business people.

When the respondents were asked what would happen if the school ceased operating as a community school, many perceived the students and the community losing many of the benefits the community school had brought them, though the school would continue to function. As one teacher put it,

> Definitely there would be negative effects. There would be an immediate dampening effect because we wouldn't have the personnel and the resources that we do now to coordinate activities, to plan the curriculum, and so on as we do now.

One respondent saw the community losing its sense of identity for the school. To this respondent, if that occurred, the community would lose its sense of ownership of the school and would transfer its loyalty elsewhere which could lead to demise of the school.

The questionnaire data also reveal that the school was doing well in attempting to meet the needs that motivated the school and the community to seek a designated community school status. The 24 respondents were asked to indicate how well or how poorly the school was doing in meeting the needs that motivated the seeking of designated community school status. Fourteen thought the school was doing "very well," four thought it was doing "well," while six thought it was doing "moderately well." However, with a budgetary cutback of 50 percent, as many as 10 respondents thought it would do "poorly" to "very poorly," while nine thought it would do "moderately well," with only two indicating that it would do "well." The remaining three respondents could not rate how well the school would do under a budgetary cutback.

While the respondents were quite happy and satisfied with the operation of the school at the time of the study, they thought it would not be able to do what was expected of it if it were affected by a 50 percent budgetary cutback.

Characteristics, Factors Facilitating Operation, Problems and Complaints, and Future of the Ekura Community School

Characteristics

The respondents of Ekura community school identified several characteristics they would associate with their school. First was the extensive community related curriculum activities undertaken by students of the school. This was seen as a major characteristic which developed among the students of the school, knowledge and understanding of their own background, self worth, and confidence, providing them with a better basis for understanding other communities and areas.

A second characteristic associated with the school was the multicultural nature of the student population. A third characteristic was the many cultural programs and activities offered by the school in cooperation with the communities served by the school.

A fourth characteristic associated with the school was the accessibility of the school to parents and other community people and involvement of the people in the school. As one parent respondent pointed out, "it's my second home," a place where parents and other community people felt welcomed at any time. And another parent stated, "it's not the idea of send your children off to school, let them learn, and wash your hands off; everybody is becoming completely involved."

A fifth characteristic associated with the school was the extensive programs and activities offered in the school to cater for the interests and needs of the adult population. Many respondents referred to the school as a community center where people of all ages could be educated, could socialize, and be entertained, and participate in recreational activities as well.

Additionally, the cooperative use of the school library by the school and members of the community was seen by some as a major characteristic of the school; and so was the existence of two principals for one community school.

Finally, a characteristic which was observed by the researcher was the arrangements for the performance of the functions of the community school curriculum coordinator role by which all teachers had some time off so that they could undertake community related curriculum activities.

Factors Facilitating School Operation

The one factor, emphasized by all the respondents, was the dedication and commitments of certain individuals and groups. The elementary school principal and the community school coordinator were seen as major contributors towards successful operation of the community school through their commitment and leadership.

Community interest and support, dedication of school personnel--administration, teaching and non-teaching, and parental interest and commitment were frequently mentioned as factors which had facilitated operation of the school. Questionnaire data also confirmed this degree of commitment of the community to the community school concept. When the 24 respondents were asked to rate the commitment of the community members to the community school concept, 17 of the 24 respondents indicated that the community members were "committed" or "highly committed." There was not a single respondent who perceived the community members as "uncommitted" or "highly uncommitted." Similarly, 16 of the 24 respondents perceived the school teaching staff as being "committed" or "highly committed" to the concept. Six respondents perceived the teachers as "moderately committed" and two respondents felt that the teaching staff were "uncommitted."

Another factor which was seen to have facilitated the operation of the community school was the cordial relationships and cooperation among various groups in the community. Without such cordial relationships and cooperation, it was thought that many of the programs and activities of the school could not have been successfully organized.

The spirit of voluntarism among the people was also seen as having contributed to successful operation of the school. It may be said that the implementation of the community school characteristics promoted the spirit of voluntarism, which in turn facilitated the operation of the community school.

Finally, funding was identified as a major factor which facilitated the operation of the community school. As one member of the school leadership team put it,

> ...certainly the funding is vital part of making it [the community school] work because there are in fact additional costs involved in operating a community school--costs for keeping the lights on and the heating costs; and most importantly the cost for the people that we have hired, particularly the community school coordinator and the community school secretary. These people are the key to make the community school work. Without

government grants many Further Education programs and courses could not be offered.

It was generally felt that though the commitment and dedication of individuals and groups would be maintained for a long time, funding had to be maintained in order that many of the programs and activities would be offered.

Problems and Complaints

One problem initially encountered was getting people to understand the concept of community school and what the characteristics really meant. This problem was, however, overcome through the efforts of the school by taking one characteristic a month and explaining it in the school's Newsletter.

One concern, particularly among the teachers, had to do with the community groups disrupting equipment and materials that had been set up in, say the Science Lab, the Home Economics Lab, or the Industrial Arts Lab by teachers for use by the regular students. The issue was resolved through the cooperation of the teachers concerned and the community school coordinator's office staff. A rather more on-going problem had to do with some community groups not cleaning up as well as they were expected to do, after using the facilities.

The constant use of the school facility led to more wear and tear, damage, and breakages. But as one member of the school leadership team pointed out, "our maintenance has been very good, and these things are taken care of as quickly as they occur."

A further problem which emerged with the constant use of the school facility, particularly the gym, had to do with finding sufficient practice time in the gym for school teams. Even though the school had first priority in terms of scheduling the use of the facility, there were times, for example when a school team made it to the provincial competition and thus needed extra practice time. On other occasions, a school team might have to give up scheduled time because of a social function in the gym. The community school coordinator described the problem in these words:

> It [community use of school facility] makes it very difficult for a school team, such as ... basketball or volleyball team to find appropriate gym time. They are definitely given priority; they slot their times in first, and then we work the rest around it. But if, for example, they make it to zones or to provincials, they would want a lot more practice time and sometimes that gets very difficult; very difficult to give them that time. ...The other thing is sometimes when we have a function, such as the Seniors' Supper, the school team have to give up their time so that we would have time to set the place up for the function...

Getting community groups and organizations to follow the laid down procedures for booking the use of the school facility, such as submitting forms on time, was also a problem faced by the community school office.

A respondent saw a unilateral decision of the government on community school as a major problem, as the 50 percent budgetary cutback did not give the school sufficient time to adjust its plans. Another respondent raised the complaint that the special funding of the school was perceived as unfair because there were other schools in the County which were doing many of the things the community school did without any extra funding. This respondent also felt that the school taking the children on the many kinds of trips prevented some parents, who might want to do the same, from doing that.

Finally, a complaint was raised against the banning of smoking in the school because it might affect adult attendance at school events, and reduce the number of volunteers in the school. One respondent said that:

> I am not particularly in favor of it, because when parents come to classes in the evenings I don't think we should dictate to them; I don't like to be dictated to. ... I suppose I am against the process too--we were not consulted. I think they could have taken a survey of the people who have been attending or who attend, to see what the parents' response was.

The Future of Ekura Community School

All the respondents of the study, including one who was "highly uncommitted" to the community school concept, wanted to see the school continue to operate as a community school. Even this uncommitted respondent saw the need for the school to continue operating as a community school because "It appears to be serving the needs of the *Ekura* community! Why discontinue if it's serving community members" (Emphasis is that of the respondent).

Other reasons given in support of the school continuing to operate as a community school by the other respondents could be grouped into at least three main ones. One was that the community school was the hub of the community without which the community members would feel very isolated. As one respondent put it,

> ...it [the community school] fulfils the need in our community for a facility for cultural, social, and educational opportunities, for bringing the community together as a cohesive group and for dealing with community issues. It gives the community a feeling of pride.

And another stated:

> We in a community of this size need community school in order to have activities in our own area. If the community school closes in Ekura, it will leave a big hole in the youth, adult and Senior activities; we will again have no where to meet, no chance at advanced education, no place big enough for community events.

Yet a third respondent wrote: "Our community school is the very hub of our community. Without our community school we will each go back to our own little areas and the cooperative spirit of the community will wither and die."

Another reason offered for continuing operation of the school as a community was to maintain the close working together of the school and the community in the education of the children. As one respondent put it, "a school cannot be successful if it operates as an island of its own." And another, emphasizing the closer working together between the home and school in the education of students, wrote: "It [the community school] is absolutely essential in maintaining the student-teacher-parent open line relationships."

A third set of reasons given was related to the fact that operation of the school as a community school enhanced the learning of the students. One parent wrote: "There has been a 100 percent improvement in the school since it started as a community school." And a teacher wrote that operation of the school as a community school had "allowed us to broaden our students' horizons."

An overwhelming majority of the respondents were very optimistic about the future of the Ekura community school. All would like to see the community school fully funded by the government and to continue to operate as a community school. Without the funding, many respondents saw many of the programs and activities being offered in the school at the time of the study being reduced. But even if funding was cut, no single respondent saw the school completely stopping its community school orientation.

The principals reiterated their belief that the Ekura community school would keep on operating as a community school in the years to come whether or not there was funding. One of them stated:

> ... The school is going to be here for a long, long time. It's going to be the major focal point of the community as long as the community exists. ... I think it will probably remain as the focal point regardless of funding. I don't think people will drop the things that they see as being very good things in the community. I don't see much change in the way we do things. We may have to manipulate some funds, move them around, give them different titles, do different things, and become creative in that respect.

Yet another member of the leadership team emphasized his confidence in the continuing operation of the school as a community school in the years ahead, whether or not there was, funding in the following statement:

> I still see a lot of our ten characteristics still operating even if the status is taken away. There is no doubt in my mind that they will. If the program doesn't continue, we are going to see our community divide up as a result. The only part I can't see continuing is probably going to be the

> weekly activities for the community such as volleyball, men's basketball, and Gymnastics, because we are just not going to have the personnel to be able to offer them.

A community member, who had lived in the community for many years said:

> I see it continuing, funding or no funding, because it [the school] has always been run that way; but again mostly due to dedicated people. It's better if they are paid for their extra work, than if they have to just donate it to the community.

A teacher, pondering over what the future would be if funding was to be reduced or cut entirely, stated:

> I am not sure, but I think we will still continue to operate as a community school but it's going to be more difficult. I think what is going to happen is that the people who really see the positive aspect will do more even if they are not paid for it, on a sort of voluntary basis. Many of them believe in the concept so strongly that they will continue to operate it.

Finally, a parent remarked:

> I see a bright future. I think the community school concept is the only way to go. I have been going to community school conferences and meeting people from all across Alberta, and it's a fight to keep this alive. And I'll like to see in Alberta where the community school concept is instituted in some way in all the schools, and everybody would be the same.

On the whole, therefore, the respondents had a very optimistic view of the future for their school. Their optimism was based more on the commitment, dedication, and determination of the people to keep the concept alive than on anything else.

The Budgetary Cutback and the Ekura Community School

When in the early part of 1987 the provincial government announced a 50 percent budgetary cutback against all community schools in the province, Ekura community school initiated plans towards adjusting its operations to the cutback. The County Board of Education under which Ekura operated decided to absorb the 50 percent cutback for all community schools under its jurisdiction, including Ekura community school, in an attempt to give the schools some "shelter" for a year. Hence, Ekura community school received its full funding during the 1987-88 academic year.

There was, however, no guarantee that the Board would continue to maintain the full funding in the years ahead. Much as the Board might want to continue the full funding of its community schools, there were other demands on the Board's limited funds, which could make such full funding of the community schools difficult in the years ahead. Thus in response to a question on whether the Board would continue to fully fund the Ekura community school in the future, the chairperson of the Board stated:

> Well, I cannot say this by myself alone; this will be a decision of the Board. But I as chairperson will do my best to see that the school is funded. But you know, we have limited funds and there are all kinds of demands on us.

In the next few sections which follow, we would discuss the school plans toward adjusting to future budgetary cutback.

Plans Toward Adjusting to the Budgetary Cutback

Even before the Board came to the aid of the community school, the school had developed a strategy for adjusting to the cutback. At least three main ways were being explored in an attempt to adjust their operations to the cutback. These were measures to reduce expenditures, raising funds from new sources, and community group sponsorship of identified community school staff. All these were measures directed at ensuring maintenance of programs and activities; rather than measures aimed at reducing programs and activities.

Measures to Reduce Expenditures

There were a number of measures that were planned to be used in reducing expenditures had the Board not come to the aid of the school, and which were to be implemented if the school was faced with a cutback. The first was reduction of time and salaries of some key personnel of the community school, including those of the community school secretary and the elementary principal. Secondly, the duties of the key community education personnel would be increased. A third approach taken was the institution of measures to conserve supplies and equipment .

Raising Funds From New Sources

Two major measures had been planned in this area. The first concerned increasing user fees. With approval of the Board, the school had increased fees for private and organizational use of school facility effective from January 1988. The other measure was described by one member of the leadership team in these words: "We have instituted policies that result in a profit on certain operations that in the past had been ran only because they were good for the community." It was anticipated that many of the social and cultural events put up by the school might be organized in such a way as to bring in some profit. Thus for the 1987 Harvest Supper, it was organized in a way that it brought in a profit of over $700.00.

Additionally, the CSAC had been exploring the possibility of organizing other aspects of the community school operation on business-like basis with the hope of raising extra funds for the school. Other means were under consideration.

Community Group Part-Sponsorship of Community Education Staff

There were plans to have part of the wages of the evening hostess absorbed by the Ekura and District Agricultural Society, the umbrella community organization. The plan was that the County Board of Education would pay 20 hours for evening hostess/librarian duties per week; and the Ekura and District Agricultural Society would pay 17 hours per week thus making it a full time position, but basically costing the county half salary. One member of the school leadership team emphasized the need for such sponsorship by saying:

> The school could never function as it is right now without the funds. But possibly a part time person, sponsored through the Agricultural Society, or maybe through another government grant of some sort that the Agricultural Society might have access to,may work.

Suggested School Response to the Budgetary Cutback

Three main thoughts emerged from the questionnaire respondents when asked how the local community school should respond to a budgetary cutback. The most frequently suggested course of action was that the school should organize members of the community to put pressure on the government to increase funding to community schools. Twenty of the 24 respondents checked this course of action. This suggestion is consistent with the view held by majority of the respondents that the government's decision to cut funding to community schools by as much as 50 percent was a political rather than an economic one.

Two other courses of action suggested by majority of the respondents were that the school should find other sources of funds in order to maintain all programs and activities of the community school, including the non-regular school programs for adults and pre-schoolers; and that user fees be imposed on certain programs and activities. These were suggested by 16 and 15 respondents respectively. The latter two suggestions further confirm the determination of the community members to see the school continue to operate as a community school. No other single suggestion was made by five or more of the respondents.

Summary and Conclusions

Summary

A total of 29 individual respondents, consisting of parents, community members, an agency official, the chairman of the County Board of Education, school administrative personnel, teachers, school support staff, and students; and three group respondents consisting of students of three classes, were involved in the study at Ekura community school. Of the 29 individual respondents, 24 filled out a questionnaire, and all but three were interviewed. In addition, further data were derived from study of school documents and records, and on-site observations.

Ekura school offered programs from K to 12 with a student population of over 600, and a staff of 38 of whom two were principals (one elementary and one secondary). In 1981, Ekura school became a designated community school amid extensive support from the community and its county school board. Among those who were perceived to have exerted great influence on the decision to become a community school were the principals, the local County Board of Education, the local Further Education Council, teachers, and community groups.

The three most frequently identified reasons for seeking designated community school status were, "so that the school facilities could be used by community members for educational, recreational, cultural, and social purposes;" "so that the school and the community could be brought together in their relationships;" and "so that the school could develop additional programs and activities to meet the needs of adults, pre-schoolers, and school age children after school hours." All the three reasons were ranked as important by a majority of the respondents.

Ekura, a small community of about 200 people, and its school served many other small communities, farms, lake settlements, and two Native Indian Reserves, spread over a radius of about 70 miles. It is located about 200 kilometers from the nearest metropolitan center, and over 30 kilometers from the nearest town. The rather long winters occasionally jeopardize school operation, including the non-regular school programs. But it was in the winter that most community people were around, and hence ensured good patronage of community school programs, courses, and activities. The widespread nature of the communities also made offering of programs and courses somewhat difficult since people had to travel over long distances to attend. To overcome this, some courses were occasionally offered at centers outside Ekura where facilities were available, and where there were sufficient number of people enrolled for the course.

The major organizations and social agencies with which the school interacted included the Ekura and District Agricultural Society, Fire Department, Chamber of Commerce, Legion, Churches, Youth Development Committee, and the few business organizations. But the school also had interactions with other social agencies located in the nearest town, including, AADAC, the Health Unit, and the RCMP.

Apart from the Native Indians, other ethnic groups in the areas included the Ukrainians, Norwegians, English, and French. In spite of the multicultural nature of the area, English was the language most frequently spoken at home.

On the basis of voter turnout, it could be said that, apart from the two Native Indian communities, the Ekura and District were active politically. This was also demonstrated by the response of the people to the government's announcement of the budgetary cutback against community schools, in the form of several individual and group letters sent to the Minister responsible.

The Ekura community school could be described as moving abreast with technology. This was evident in the number of modern computers available in the school both for instructional purposes and for office use.

Social services such as health and police protection were limited in the Ekura and District, but given the very good communication system, including a very good highway to the nearest town where they were all available, their absence was not perceived as a problem in the community by the respondents of the study.

Ekura community school had direct relationships with a few organizations, including the Board of Education,the Agricultural Society, the Further Education Council, and the Health Unit in the nearest town. The day to day control and supervision of the school operations was under the County Board of Education. Even though the

Board did not have any explicit policy on community schools, it fully supported the operation of the community schools under its jurisdiction, including the Ekura community school. Its chairperson was a member of the Ekura Community School Advisory Committee (CSAC). This arrangement, in some respect, gave the CSAC of the school a more direct control of the school's operation.

The administrative structure/bodies and personnel which performed mediation functions relating to community education in the school were the CSAC, an Ad hoc Process for Preparation of the Charter Yearbook, the principal, the community school coordinator, and chairperson of the CSAC. The composition and functions of the CSAC and the Ad hoc Process demonstrated the school's implementation of community school characteristics of "collegiality," "interagency cooperation," and "parent and community involvement."

The school received its full community school funding plus grants from the Department of Advanced Education for running Further Education courses, and small amounts of money derived from the school's own fund raising activities.

Following imposition of the 50 percent budgetary cutback on all community schools by the provincial government effective the beginning of 1987-88 academic year, the Board, for the 1987-88 academic year, absorbed the cutback and fully funded all community schools operating under its jurisdiction, including the Ekura community school.

The school's philosophy emphasized community education as a process involving the total community and through which individual needs were identified and met. Parents and community people were made to feel free to come into the school for all kinds of reasons be they social or educational. Community involvement was ensured through the major administrative bodies of the school, principally the CSAC and the Ad hoc Process for Preparation of the Charter Yearbook. In addition, community involvement was also ensured at the implementation stage of many programs.

The school's main operational period extended from beginning of September to the end of June. During this period, the school facility was open from 9:00a.m to 10:30p.m. during the weekdays, and from 8:00a.m. to as late as 3:00a.m. the next morning over the weekend to accommodate community cultural and social functions.

Respondents perceived the school's emphasis on involvement by various community groups in school level decision making as adequate. The only exception was with the student group where the respondents felt their involvement in school administrative bodies and committees could be increased.

Many aspects of the school facility, including the school gymnasia, the library, classrooms, and the Home Economics Department were accessible to the community members on regular basis for educational, cultural, social, and recreational purposes. To make this possible, some modifications were done to some parts of the facility. However, there were a few concerns expressed about facility adaptation by some of the respondents.

Many of the programs and activities of the school were developed as a means of meeting the needs of the community as a multicultural rural community. Hence there were programs and activities like the Native Education Project, Cultural Day, and Heritage Day, all directed at promoting multiculturalism; and there were others such as Outdoor Education, many community related curriculum activities, and community self help projects like voluntary fire fighting, community directory, and community history book all of which were directed at meeting the needs of the students and community in a rural environment. And to expose students to other social contexts, there were such programs as Class Twinning and Exchange Programs.

Similarly, the running of the many Further Education courses was meant to meet the needs of the rural adult population who, without such services might not avail themselves to such educational activities as part of a lifelong education. All these programs, activities, and services promoted in the school and community met many of the established community school characteristics. But the school attempted to emphasize all the ten community school characteristics.

To the Ekura community school, the established community school characteristics were found to be useful by the Board, the school leadership team, school personnel, parents, other community people, and the students. There was no respondent who wanted to see a change in the characteristics, be they additions, deletions, or revisions.

All the respondents questioned on the extent to which implementation of the characteristics had enhanced or hindered learning among the regular school students, emphasized that implementation of the characteristics had enhanced, rather than hindered learning among the regular students. The implementation of the characteristics was also seen as having resulted in bringing the community together, developing a sense of community, and developing a spirit of voluntarism among the people.

Respondents identified characteristics associated with their community school, such as: the extensive community related curriculum activities; the multicultural nature of the student population; accessibility of the school to parents and other community members; the extensive number of programs and activities offered in the school to cater for the needs of the adult population; and the cooperative use of the school library by both students and community members during both school time and evenings.

Among the factors identified as having facilitated operation of the school were the commitment and leadership provided by the elementary school principal over the years; commitment and dedication of the community school coordinator, other school personnel--both teaching and non-teaching, and parents; community commitment and support; cordial relationships and cooperation among various groups; and funding from the provincial government, the School Board, and the Department of Advanced Education and Manpower.

Problems and complaints mostly related to the location of the community education office at the elementary end of the school; some community groups not cleaning up properly after use of the school facility; community groups not following laid down procedures for booking school facilities; and difficulties in scheduling sufficient practice time in the gym for school teams. A concern which was more seen as a challenge rather than a problem by those who identified it was the increased wear and tear of facility resulting from constant use by many groups.

All respondents wanted to see the school continue to operate as a community school; and most were optimistic that it would continue as such with or without funding from the provincial government.

For the school year, 1987-88, the Ekura community school was not affected by the provincial government 50 percent budgetary cutback imposed on all community schools, because the County Board of Education came to its rescue by providing the school with full funding. However, there was no guarantee that full funding would be provided for the next year and after. As such, the school had plans to adjust itself to any future budgetary cutback.

Among the measures proposed, some of which had been initiated at the time of the study, were: reduction in time and salaries, and increase in duties of some key community education personnel; tightening of security as a means of reducing shrinkage in supplies and other materials; increases in user fees; measures to reap some profits on certain school programs and activities; and possibility of a community education staff member being partly sponsored by another community organization.

Conclusions

Several aspects of the operation of the Ekura community school reflected what is typically described in the community school literature. It could be concluded from this that the environmental conditions of the rural school make it more likely that it could operate on the lines of the ideal community school, or that the concept of community school has been more derived from the operations of rural schools.

From the extensive support of the respondents to the implementation of the community school characteristics at the Ekura school, and the general satisfaction with many aspects of the school's operation, it could be concluded that the community school effectively met the needs of both the students and adults of the Ekura community.

The Ekura school is likely to continue to operate as a community school irrespective of government funding, though with difficulties without government funding, given the commitment of the community members and school personnel to have the school as a community school. In fact, given the freedom, the school and its community could devise some imaginative ways of raising funds to support the operation of the school as a community school.

On the whole, it appeared that leadership, commitment and dedication of individuals and groups, and community support were the main ingredients that had mostly ensured the implementation of the community school characteristics at the Ekura community school; and these would be the major factors that would keep the community school in operation in the years to come. Given this, and given the fact that the rural school environment seems to lend itself more easily to the practice of the community school concept, the most crucial factors to the implementation of the concept in rural schools would appear to be the commitment of the school personnel to the philosophy and concept of community school and community support.

Footnotes to Chapter 7

1. Ekura Community School *Minutes of Community School Advisory Committee Meeting*, March 18, 1981.

2. Ekura Community School Charter, 1981, p. 91.

3. Ekura Community School *Elementary Student-Parent Handbook*, 1985-86, p. 11.

4. Ekura Community School *Secondary Parent-Student Handbook*, 1987-88, pp. 17, 18.

5. Ekura Community School Advisory Committee Welcome to Ekura--A Comprehensive Guide to the Ekura Community, (A Community Directory), 1987, p. 16.

6. Letter from the Superintendent of Schools, Ekura school's County Board of Education, to the Director, IDCSC, dated November 20, 1980.

7. Ekura Community School *Elementary Student-Parent Handbook*, 1985-86, p. 4.

8. Ekura Community School Charter, 1981, Appendix.

9. Statistics Canada 1986 National Census Report.

10. SATA Systems Inc. Profiles of Regions and Small Communities in ... Alberta (... Alberta Development Council), #1, 1983, p. 2; #2, p. 2.

11. Data sheet obtained from the County Office, c. 1985.

12. SATA Systems Inc., Op. Cit., #1, p. 3; #2, p. 2.

13. Statistics Canada 1981 National Census Report.

14. Ekura Community School 1986-87 Charter Yearbook, 1986, pp. 14, 45.

15. Ekura Community School *Plans for 1988-89*, 1988, p. 13a.

16. Ekura Community School Charter, 1981, p. 43.

17. The Province of Alberta The Report of the Chief Electoral Officer on the General Election of the Twenty-First Legislative Assembly, 1986.

18. Ekura Community School Advisory Committee Welcome to Ekura--A Comprehensive Guide to the Ekura Community, (A Community Directory), 1987, p. 21.

19. Ekura Community School Charter, 1981, Appendix.

20. Ekura Community School *Folder on the Community School Advisory Committee*, 1986.

21. Ekura Community School *Newsletter*, September 1987, p. 7.

22. Ekura Community School *Community School Advisory Committee Charter*, c. 1981, p. 3.

23. Ekura Community School Charter, 1981, p. 56.

24. Ekura Community School *Community School Advisory Committee Charter*, c. 1981, p. 1.

25. Ibid.

26. Ekura Community School Charter, 1981, p. 74.

27. Ibid.

28. Ekura Community School *Newsletter*, September 1987, p. 6.

29. Ekura Community School *Newsletter*, October 1986, p. 1.

30. Ekura Community School *Newsletter*, May 1986, p. 1.

31. Ekura Community School *Newsletter*, September 1985, p. 14.

32. Ekura Community School Charter, 1981, p. 9.

33. Ibid., pp. 11, 12.

34. Ekura Community School *Elementary Student-Parent Handbook*, 1985-86, p. 6.

35. Ekura Community School Charter, 1981, p. 14.

36. Ekura Community School *Newsletter*, September 1987, p. 1.

37. Ekura Community School *Newsletter*, September 1986, p. 1.

38. Ekura Community School *Newsletter*, October 1986, p. 6.

39. Ekura Community School *Newsletter*, September 1985, pp. 1, 11.

40. Ekura Community School *Newsletter*, September 1984, p. 1.

41. Ekura Community School *Community School Advisory Committee Charter*, c. 1981.

42. Ekura Community School *Minutes of Community School Advisory Committee Meeting*, June 10, 1987.

43. Ekura Community School 1986-87 Charter Yearbook, 1986, p. 44.

44. Ekura Community School *Secondary Native Education Project, 1987-88* Pamphlet, c. 1987.

45. Ekura Community School *Community Related Curriculum, Grade 6 Handbook*, c. 1985.

46. Ekura Community School *Minutes of Community School Advisory Committee Meeting*, November 6, 1985.

47. Ekura Community School *Elementary Student-Parent Handbook*, 1985-86, p. 16.

48. Ekura Community School *Ekura Fire Prevention Week--Programs and Schedules*, c. 1986.

49. Ekura Community School *Minutes of Staff Meeting*, September 17, 1987.

50. Ekura Community School *Newsletter*, October 1986, p. 1.

51. Ekura Community School 1986-87 Charter Yearbook, 1986, p. 16.

52. Ekura Community School *Minutes of Staff Meeting*, April 17, 1980.

53. Ekura Community School *Minutes of Staff Meeting*, November 29, 1984.

54. Ekura Community School *Minutes of Staff Meeting*, May 29, 1986.

55. Ekura Community School *Minutes of Staff Meeting*, June 19, 1986.

56. Ekura Community School *Minutes of Community School Advisory Committee Meeting*, June 10, 1987.

57. From notes of a teacher respondent.

58. Ekura Community School *Minutes of Community School Advisory Committee Meeting*, March 4, 1987.

59. Paper on *What is Peer Support?* obtained from the Ekura community school, c. 1986.

60. Ekura Community School *Minutes of Community School Advisory Committee Meeting*, November 5, 1986.

61. Ekura Community School *Minutes of Community School Advisory Committee Meeting*, October 1, 1986.

62. Ekura Community School 1986-87 Charter Yearbook, 1986, p. 11b.

63. Paper on *What is Peer Support?* Op. Cit.

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65. Ekura Community School *Minutes of Community School Advisory Committee Meeting*, November 5, 1986.

66. From notes of teacher a respondent.

67. Ekura Community School *Community Related Curriculum Handbook: Mini-Trips into the Community*, c. 1983.

68. Ekura Community School *Elementary Student-Parent Handbook*, 1985-86, p. 17.

69. Ekura Community School *Minutes of Community School Advisory Committee Meeting*, June 10, 1987.

70. Ekura Community School *Minutes of Staff Meeting*, June 13, 1979.

71. Ekura Community School *Newsletter*, May 1986, p. 2.

72. Ekura Community School *Minutes of Community School Advisory Committee Meeting*, January 7, 1987.

73. *Sexual Abuse: School Presentations at Staff Meetings* Paper, c. 1987 (obtained from the school).

74. Ekura Community School *Newsletter*, October 1987, p. 4.

75. Ekura Community School *Minutes of Community School Advisory Committee Meeting*, June 10, 1987.

76. Ekura Community School *Minutes of Community School Advisory Committee Meeting*, January 7, 1987.

77. Ekura Community School *Newsletter*, October 1986, p. 1.

78. Ekura Community School *Newsletter*, October 1987, p. 4.

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80. Ekura Community School *Minutes of Staff Meeting*, September 16, 1982.

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82. Ekura Community School *General Update Information: Memo from secondary principal to secondary staff*, dated October 1, 1987.

83. Ekura Community School *Newsletter*, October 1987, p. 5.

84. Ekura Community School *Newsletter*, October 1986, p. 2.

85. Ekura Community School *Newsletter*, October 1987, p. 5.

86. Ekura Community School *Minutes of Community School Advisory Committee Meeting*, October 1, 1986.

87. Ekura Community School *Newsletter*, September 1985, pp. 13, 14.

88. Ekura Community School *Details of Facility Use, September 1985-July 1987.*

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90. Ekura Community School *Newsletter*, September 1987, p. 7.

91. Ekura Community School *One Plus Four*, Community School Advisory Committee Chairman's Report, c. 1984, p. 3.

92. Ekura Community School *Community Related Curriculum--Grade 3, Ekura Community Information-Picture Handbook*, c. 1985, p. 10.

93. Ekura Community School *Newsletter*, September 1984, p. 2.

94. *Ekura Further Education* Pamphlet, c. 1987.

95. Further Education Council (... and Ekura Districts) *Ekura Fall Program, 1987-88*

96. Ibid., p. 8.

97. Ibid.

98. Ekura Community School *Newsletter*, October 1986, p. 3.

99. Ekura Community School *Details of Facility Use, September 1985-July 1987.*

100. Ekura Community School *Newsletter*, September 1987, p. 8.

101. Ibid.

102. Ibid.

103. Ekura Community School *One Plus Four*, Op. Cit., p. 2.

104. Ekura Community School Advisory Committee Welcome to Ekura--A Comprehensive Guide to the Ekura Community, (A Community Directory), 1987, p. 2.

105. Ekura Community School *One Plus Four*, Op. Cit., p. 2.

106. Ekura Community School *Newsletter*, May (26), 1986, p. 3.

107. Ekura Community School *Minutes of Staff Meeting*, October 15, 1987.

108. Ekura Community School *One Plus Four*, Op. Cit., p. 3

109. Letter from the Ekura and District Chamber of Commerce to the Minister of Education, dated February 7, 1987.

Chapter 8

THE CASE OF THE SUBURBAN COMMUNITY SCHOOL--SIKAMMBA

This chapter presents the findings on the suburban Sikammba community school. It is divided into eight main sections as outlined in chapter one under the section on "Organization of the Thesis."

In this report, (1) *Sikammba* (also used as the name of the school) refers to the neighborhood of the suburb city where the school is situated, and *Suburban City* refers to the suburb city; and (2) the statistical data obtained from the *Suburban City* Planning Services Department covered Sikammba proper and Sikammba East, which in this report are combined and called Sikammba (there were no data on Sikammba proper alone). The Canada National Census data, on the other hand, combined Sikammba with two other neighborhoods, resulting in a slightly larger area than Sikammba. The data on the same indicator from the two sources (the Planning Services Department and the Canada National Census) may not, therefore, be identical.

About the Respondents

A total of 22 individual respondents and one group respondent were involved in the study at Sikammba community school. The individual respondents consisted of the chairperson of the school board; the mayor of the city; the school leadership team which, for the purposes of this study, consisted of the principal, chairperson of the Parent Advisory Council (PAC), and the community school curriculum coordinator; three professional school teachers; three parents of regular school students; two school support staff; two instructors of non-regular school programs and activities; two adult clients/students; one school volunteer; one member of community at large; one agency official; and two students. The 22 individual respondents, therefore, consisted of 20 adult respondents and two students. The one group respondent consisted of a Grade F class.

All the 22 individual respondents and the group respondents were interviewed. In addition, 16 of the 22 respondents were asked to complete a questionnaire. Useable questionnaires were received from 15 respondents. Of the 15 questionnaire respondents, there were four males and 11 females. The age distribution of these respondents is shown in Table 17. The bulk of the questionnaire respondents fell into the age group 30-49 years. Table 18 shows the levels of educational attainment of the 15 questionnaire respondents. As many as 10 of the 15 had university education of which seven had graduate level qualification.

All 15 questionnaire respondents had been directly associated with the school as school personnel, parents, members of school committees, school volunteers, an agency official working closely with the school, or as guest speakers. Four had not had any direct involvement in the non-regular school programs and activities organized at the

Table 17

Age Distribution of Questionnaire Respondents--Sikammba

Age Group	Number of Respondents
Under 30 years	3
30-39 years	4
40-49 years	7
50-59 years	1
Total	15

school. Of the 11 who had been involved in such programs and activities, four had been involved for three or more years; five had been involved for two years; and two had been involved for up to one year. The spouses of two of the three parent respondents were also involved in the non-regular programs and activities at the school.

Table 18

Highest Level of Educational Attainment of Questionnaire Respondents--Sikammba

Educational Level	Number of Respondents
Secondary	2
Post-Secondary Non-University	3
University--Undergraduate	3
University--Graduate	7
Total	15

Seven of the 15 questionnaire respondents held official positions in the school. All of these had been in the school for more than three years with a majority of them having been there for five years or more; however, one had held an official community education office for only about two years, though this respondent was among those who drafted the original Charter towards application for the designated community school status.

When asked to rank their level of commitment to the community school concept on a five point scale in which 5=Highly Committed, 4=Committed, 3=Moderately Committed, 2=Uncommitted, and 1=Highly Uncommitted, three of the 15 questionnaire respondents indicated that they were "highly committed," eight indicated they were "committed," while the remaining four said they were "moderately committed."

The remaining seven respondents who were only interviewed consisted of five adults and two students. The adults were made up of the chairperson of the school board, the mayor of the city, a school volunteer, the community education secretary, and an adult participant of an evening activity. These five adults consisted of three males and two females. The two students, a boy and a girl, were both in Grade F. They had both been in the school from Grade C on. The group interview was held with one Grade F class.

The Sikammba School--A General Profile and Brief History of the Community School

General Profile

At the time of the study (November 1987) Sikammba community school, an elementary-junior high school (Grades A-F), was one of over 15 schools in Suburban City. Sikammba was one of three schools in its neighborhood. The school served about four neighborhoods, including the community of Sikammba itself,[1] all of which were among the more affluent parts of Suburban City.

The school facility consisted of a core part and an annex. The core part had six classrooms, four science rooms, Arts and Crafts Room, Drama Room, Band-Lunch Room, a Computer Room, central library, gymnasium, and an area for school offices and staff room. The annex contained 10 classrooms.[2, 3]

Apart from Grades A and B, each of which had only one class, the other Grade levels had four classes each. As at September 1987, the school's student population was 533. This was a small decline from the 1986-87 academic year's enrollment of 546, the year which registered the first decline in student enrollment since the 1981-82 academic year. Most of the students came to school from the Sikammba community itself. About

25 percent of the student population was bused in from the other three major neighborhoods. These neighborhoods were not far from Sikammba but students living more than a kilometer from the school were normally all bused in. The student population was almost one hundred percent Caucasian.

The school personnel consisted of the principal, vice principal, community school curriculum coordinator, 24 other full-time professional teachers among whom were French, Resource Room and Computer teachers, and a librarian, plus seven support staff members. Since being granted a community school Charter, the school had always had a community school coordinator; however the coordinator had resigned because of ill health just before the commencement of the study. The school was in the process of rehiring for the position at the time of the study.

The school had a Parent Advisory Council (PAC) which acted in an "advisory and resource capacity to school administration." For the purposes of this study, therefore, the school leadership team consisted of the principal, the community school curriculum coordinator, and chairperson of the PAC.

During the school day, the school offered many programs and clubs for the students. Among the programs the school offered in addition to the normal Grades A-F academic curriculum were Band, Drama, Industrial Arts, Home Economics, Computers, Junior Achievement, Gifted, Art; and there were Debate Club, Ski Club, Science Fair, and intramurals.[4,5]

Brief History of the Community School

Efforts toward the achievement of designated community school status were initiated during the 1979-80 academic year by a Steering Committee under the leadership of the then principal, vice-principal, and an official of the school board.[6] Following demonstrated support by the school board, the city council, and the staff, the school was granted its community school Charter in September, 1981.[7]

The 15 questionnaire respondents were asked to indicate the influence a number of individuals, groups, and agencies had on the decision of the school to become a community school on a five point scale in which 5=Very Great, 4=Great, 3=Moderate, 2=Little, and 1=None. As shown in Table 19, most of the 15 respondents did not know what influence the majority of the identified groups and agencies had on the decision. Of those whose influence was known to a majority of the respondents, the principal was perceived as having had "very great" influence, as indicated by the Perceived Influence Mean score of 4.9 expressed by 12 of the 15 respondents. The Standard Deviation of 0.29 also indicates that there was relative consensus among the respondents on this perception. The teachers were only other group which was perceived to have had "fairly great" influence on the decision.

The provincial Department of Education, parents of regular school students, the local school board, and the school support staff were perceived to have had "moderate" influence. But whereas the influence of the Department of Education was known to only five of the respondents, the influence of the parents, the Board, and the school support staff was known to the majority of the 15 respondents. The influence of the community at large was perceived to have been fairly "moderate."

A minority of the respondents claimed knowledge of the influence of the remaining groups and agencies, and perceived each of those groups and agencies to have had "little" or no influence on the decision. The provincial Department of Parks and Recreation, the local Chamber of Commerce, local church groups, the provincial Department of Culture, and the local Recreational Board were perceived to have had no influence. According to the Standard Deviations ranging from 0.00 to 0.52 on the Perceived Influence, there was a large degree of consensus on the perception of those respondents.

Table 19

Perceived Level of Influence of Various Individuals, Groups, and Agencies on Decision to become a Community School--Sikammba

Individual/Group/Agency		Number Claiming Knowledge	Perceived Influence	
			Mean	SD
1.	Principal	12	4.9	0.29
2.	School Professional Teachers	12	3.6	1.00
3.	Provincial Dept. of Education	5	3.2	1.30
4.	Parents of Regular School Students	11	3.1	1.04
5.	Local School Board	8	2.8	1.39
6.	School Support Staff	11	2.7	0.91
7.	Community at Large	10	2.5	0.71
8.	Regular School Students	11	2.4	0.51
9.	Prov Dept of Adv Ed & Manpower	4	2.3	1.89
10.	County Council	7	2.1	1.68
11.	Local Cultural Council	6	1.7	1.21
12.	Local Further Education Council	5	1.6	1.34
13.	Local Recreational Board	6	1.3	0.52
14.	Prov Dept of Culture	4	1.3	0.50
15.	Local Church Groups	5	1.2	0.45
16.	Local Chamber of Commerce	5	1.2	0.45
17.	Prov Dept of Parks and Recreation	4	1.0	0.00

Why did the school and its relevant groups seek designated community school status? The 15 questionnaire respondents were given a list of reasons from which they could check, and given a chance to include any other reasons which were not stated.

They were also asked to rank each reason in terms of importance, on a scale of 1 to 5 in which 5=Very Important, 4=Important, 3=Moderately Important, 2=Unimportant, and 1=Very Unimportant. As shown in Table 20, the two most frequently identified reasons, "so that the school and the community could be brought closer together in their

Table 20

Reasons for Seeking Community School Status--Sikammba

Reason	Number Identifying Reason	Importance	
		Mean	SD
1. So that the school and the community could be brought closer together in their relationships	14(14)*	3.6	1.28
2. So that learning in the regular school program could be made more relevant to the student	11(11)	4.3	0.79
3. So that regular school program could be more oriented to community needs	9(9)	3.6	1.13
4. So that the school might receive extra funding	9(9)	3.2	1.56
5. So that regular school students could perform some services for the community, aimed at improving community living	7(7)	3.3	1.70
6. So that the school facilities could be used by community members for educational, recreational, cultural, and other social purposes	6(6)	3.3	1.37
7. So that local community people could exert more influence on operation of the school	5(5)	2.8	1.30
8. So that the school could develop additional programs/activities to meet the needs of adults, preschoolers, and school age children after school hours	3(3)	3.7	0.58

*Figure in brackets indicates number of respondents who did the ranking.

relationships," and "so that learning in the regular school program could be made more relevant to the student," were identified by 14 and 11 respondents respectively, but the second was ranked as slightly more important than the first by the respondents. The Standard Deviation of 0.79 for the importance ranking of the second reason also indicates that there was a relative consensus.

The one reason which was identified by only three respondents as having motivated the decision to seek designated community school status was " so that the school could develop additional programs and activities to meet the needs of adults, preschoolers, and school age children after school hours." However, these three respondents ranked the reason as relatively "important." Though respondents identified other reasons for the decision to seek designated community school status, none was mentioned by more than one respondent.

Environmental Conditions of the Sikammba Community School--The Sikammba Community and Other Factors

Suburban City, in which the Sikammba community is located, is immediately adjacent to a metropolitan center with a population of over 500,000 people. Many of the respondents described the suburb as an upper middle class bedroom community. A description of Sikammba offered by one member of the leadership team summarized very well that offered by most respondents. She said:

> I would describe Sikammba as an upper middle class community. There are a lot of dual-career families, families in which both parents are working; a lot of professional people. A lot of the parents of the students that we service are professional people-- they are nurses, teachers, doctors, lawyers, and those kinds of occupations. A lot of the people are involved in the oil industry and therefore work out in ... [the adjacent metro]. There are small sections that would be considered to be upper class, quite high income families.

A detailed description of the Suburban City and the community of Sikammba, and other factors that affected the operation of the Sikammba community school follows. Most of the statistical data contained in this section were obtained from Statistics Canada Census Reports of 1981 and 1986; the Suburban City Census 1985; Alberta Locations, the Suburban as of October 1986; and most recent (c. 1986) pamphlets of the Suburban City Planning and Development Services.

Ecological Conditions

Suburban City, in 1981, covered an area of about 40 square kilometers,[8] an undulating land about 20 kilometers from its neighboring metropolitan center. The community of Sikammba is located on a hill and covers an area of approximately 5 square kilometers. Suburban City has a good internal public transportation system, part of which is linked to the metropolitan center. It has good paved roads linking all parts of the city, including the community of Sikammba. A river runs through the city.

Among agencies and organizations which interacted with the community school were the Further Education Council, Chamber of Commerce, Community Services Department of the City Council, the Royal Canadian Mounted Police (RCMP), churches, business organizations, social clubs, sporting clubs, other schools, and two city school boards.

Demographic Conditions

Suburban City, in 1986, had a relatively large population which was slightly above that of the previous year.[9] Since 1966, there has been a steady growth in the city's population. Of the 1986 population, about 7,120 lived in the neighborhood of Sikammba, also up from the 1985 population of about 6,800.[10] Like the city, there has been a steady growth in population of the Sikammba community over the years.

In 1985, only 2.5 percent of the city population was 65 or more years of age, with over 80 percent of the population under 45 years of age.[11, 12] This youthful nature of the population was even more pronounced in the community of Sikammba in which only 1.3 percent of its population was 65 years and over, with over 85 percent under the age of 45 years. The Sikammba's 22.3 percent school age population was the highest among the 10 neighborhoods in Suburban City in 1985.[13]

According to a Suburban City Planning and Development Services pamphlet, the city is "predominantly a family-oriented community,"[14] a point which was also emphasized for the community of Sikammba by a number of the respondents. Only six percent of all Sikammba families were one-parent.[15] Questionnaire respondents also indicated the small number of single parent families in the community served by the school.

In 1985 there were about 3,140 new residents in Suburban City, with new residents being defined as "individuals who have lived in Suburban City for a period of less than one year."[16] This represented 8.7 percent of the total population at the time. Of new residents, 45.8 percent originated from the adjacent metropolitan center. "The remainder of Alberta, other provinces in Canada and other countries provided 29.3%, 20.9% and 4.0% of Suburban City's new residents respectively."[17]

New residents to the community of Sikammba in 1985 accounted for 9.3 percent of its population, slightly higher than that of the city as a whole.[18] Of these, 43.5 percent came from the adjacent metropolitan center, 4.0 percent from outside Canada, while the remaining came from Alberta and other parts of Canada.[19] It is, therefore, not surprising that in response to the statement "The community(ies) served by the school has/have a large population of new immigrants to Canada (New Canadians)," 14 out of the 15 questionnaire respondents checked "no."

The dwelling units in the Suburban City are mostly owner occupied, and this is even more so in the community of Sikammba which also has a high concentration of single detached family dwelling units. For example, in 1985, 21 percent of the dwelling units in the Suburban City were being rented; but in the neighborhood of Sikammba, the proportion of rented dwelling units was only 9 percent.[20] The housing facilities in the

Sikammba community are excellent with most of the dwellings having been constructed between 1971 and 1981.

Economic Conditions

The breakdown of the labor force of the Sikammba community is contained in Table 21. The three occupational groups in which most of the labor force of the community was concentrated were clerical and related, sales, and managerial and related. For males alone, managerial and related constituted the largest group with 20.8 percent of the labor force, followed by sales (18.7%), and technological and related (14.8%). Clerical and related, which accounted for 42.2 percent of the women in the labor force, came a distant fifth for the men. It is thus evident that the community had many professional people. Primary and processing accounted for the least proportion of the total labor force.

The proportion of the Sikammba total labor force in the various industries are contained in Table 22. Over 60 percent of the labor force was working in the three major industries: Community, Business, and Personal Service; Trade; and Construction. Fourteen of the 15 questionnaire respondents also checked service as the major economic activity in the community served by the Sikammba community school.

In 1985, 71.8 percent of the male full time work force, and 63.9 percent of the female full time work force were employed in the metropolitan city.[21] It is very likely that the pattern in the Sikammba community would not be radically different from that of the city as a whole. This was also confirmed by many of the respondents who described their community as a "bedroom" community to the adjacent metropolitan center.

In 1981 Suburban City as a whole had an unemployment rate of 1.9 and 4.1 percent for males and females respectively. The corresponding figures for Sikammba community were 0.9 and 2.6 percent respectively.[22]

Table 21

Major Occupation Groups of Labor Force in the Sikammba Community, 1981

Occupation Groups	Number in Labor Force	Percent in Labor Force
Total Labor Force, All Occupations		
Men and Women	2,810	100.0
Managerial and related	400	14.2 (21.8)*
Teaching and related	165	5.9 (2.4)
Medicine and Health	190	6.8 (2.4)
Technological, Social, Religious, Artistic and related	285	10.1 (14.8)
Clerical and related	595	21.2 (6.6)
Sales	505	18.0 (18.7)
Service	150	5.3 (4.8)
Primary	45	1.6 (2.4)
Processing	30	1.1 (1.5)
Machining, Product Fabricating, Assembling and Repairing	115	4.1 (6.6)
Construction Trades	165	5.9 (9.9)
Transport	75	2.7 (4.5)
Other	90	3.2 (4.5)

* The figure in brackets indicates proportion of the male labor in that occupation.

Source: Derived from Statistics Canada 1981 Census of Canada, Census Tracts (Statistics Canada, Ottawa) September 1983.

Table 22

Sikammba Labor Force in Various Industry Divisions, 1981

Industry Division	Labor Force in Division	
	Total	Percentage
Labor Force, Male and Female	2,810	100.0
Community, Business, and Personal Service	850	30.2
Trade	570	20.3
Construction	340	12.1
Manufacturing	265	9.4
Finance, Insurance, and Real Estate	260	9.3
Public Administration and Defence	225	8.0
Transportation, Communication, and Other Utilities	210	7.5
Primary	90	3.2

Source: Derived from Statistics Canada 1981 Census of Canada, Census Tracts (Statistics Canada, Ottawa) September 1983.

A large number of women in the Sikammba community was in the labor force. In 1981, out of the total female population aged 15 years and over of 1,780, the number in the labor force was 1,150.[23] When the respondents were asked "What is your perception of the number of dual-career families (i.e. both father and mother having full-time jobs) in the community(ies) served by the school?," 12 of the 15 respondents indicated "large" to "very large." This large proportion of dual career families created certain special needs in the community, such as where to leave children when both parents were going to work early in the morning, and lunch places for the children when both parents were at work--needs to which the school had responded positively.

The healthy economic status of the Sikammba community and its city was also attested to by the income levels of the people. Suburban City Fathers boasted of the city's high family income.[24] In 1981, Sikammba had an average family income of about $40,000.00,[25] confirming how much richer the community was even in relation to its city, Suburban, one of the richest cities in the province. The community of Sikammba could therefore be considered to be one of the richest neighborhoods in the province.

Cultural Conditions

In both the city and the Sikammba community, over 80 percent of the population were of single ethnic background. Of these, the two principal ethnic groups, British and French, constituted over 60 percent in both the City and the Sikammba community, with those of British origin comprising the majority.[26] Of the remaining ethnic groups, the majority were also of Caucasian background, a phenomenon which was even more so in the Sikammba community. Thus one respondent of the study described the Sikammba community as a homogeneous community in terms of socio-economic status and cultural background. One of the school leaders also emphasized the absence of minority groups in the community. However, respondents did not hold a clear-cut perception on the ethnic mix of the community. To the statement "There are many ethnic groups living in the community," seven of the 15 questionnaire respondents said "no," while the remaining eight said "yes."

Given that a large portion of the population was of British ancestry, and the fact that the community had very few new immigrants from outside of Canada (i.e. New Canadians), it was not surprising that the census data indicated that for over 97 percent of the population, English was the home language. This was also supported by data from this study. To the statement "For most of the people living in the community, English is the main language most frequently spoken at home," all the 15 questionnaire respondents said "yes."

Political and Legal Conditions

During the 1986 provincial elections, the voter turnout in the Sikammba area was above the provincial voter turnout of 47.3 percent and the Suburban City turnout.[27] It could be argued, therefore, that the people of the Sikammba area were quite politically conscious. As in some other politically conscious communities, when the provincial government announced the 50 percent budgetary cutback against the community school in early 1987, the parents of the community school rallied together to oppose the decision. The Parents Advisory Council, in particular, was noted as having been very supportive in lobbying the government about the cutbacks, through writing of letters to the Minister in charge.[28, 29] However, there was uncertainty among the questionnaire respondents as to whether or not the government's decision to cut funding to the community school by 50 percent was politically motivated.

To many of the respondents, the provincial laws and regulations did not seem to hinder the operation of the community school. Nine of the 15 questionnaire respondents either "agreed" or "strongly agreed" with the statement "The provincial government laws and regulations facilitate the operation of the local community school." However, four of the respondents were "uncertain" about the statement, while the remaining two "strongly disagreed." The views of the latter six respondents could have been influenced by the recent budgetary cutback imposed on the community school. In terms of local by-laws and regulations, eight of the 15 respondents either "agreed" or "strongly agreed" with the suggestion that "they facilitated the operation of the local community school." However, five were "uncertain" about the statement, while the remaining two "disagreed."

Technological Conditions

The impact of modern computers and word processing equipment was quite evident in the adjacent metropolitan center, Suburban City, and the Sikammba community, revolutionalizing office work and the nature of jobs in many other industries. Regular retraining of staff had become an accepted fact of life.

The 15 questionnaire respondents were asked to indicate the extent to which they agreed or disagreed with the statement "The tools, skills, and knowledge required for jobs in the community(ies) served by the school change very frequently." Only three of the 15 "agreed" with the statement. Six "disagreed" while the remaining six indicated that they were "uncertain." According to these respondents, the impact of technology on tools, skills, and knowledge for jobs in the community does not appear to be as great as one might envision. However, its impact was evident in the school, at both the administrative and instructional levels. The school's office was equipped with modern computers and other office machines, and the school had one well equipped computer room and offered a number of computer courses with two computer teachers.

Other Social Factors

At Sikammba community school, other social factors included the role of the City's Community Services Department, existence of a number of social agencies and facilities, the level of education of the community, and social services in the community. Under the joint use agreement signed between the City and the School Board, in 1975,[30] school facilities were available for community use on weekends and from 6:00 p.m. during the weekdays. Use of the Sikammba community school facility after six in the evening and on weekends, including use by the school itself, was under control of the Community Services Department. All bookings for the use of the school facility during the stipulated times, even by the school itself, were done through the Community Services Department.[31] One of the school leaders pointed out, however, that under the agreement the only parts of the school facility covered were the Gymnasium, the Drama room, the Band-Lunch room, and the Art room. Use of the other parts of the school facility was under the control of the school.

Many other social agencies performed several functions, some of which could have been undertaken by the community school. For example, even for the provision of pre-school services, there was another community school in the neighborhood whose facilities were used by another agency; the Sikammba community school facility could not be used.

The Sikammba community, as well as Suburban City of which it is a part, is a well educated community. The Suburban City Fathers boasted of "over 40 percent of the population having post-secondary education."[32] In 1981, over 50 percent of the population in the Sikammba community had post-secondary education.[33] This had an impact on the school, not only in terms of what the parents expected the school to do for their children, but also in terms of what they could do for their children.

Other social services included health facilities, family and community support services, recreational facilities, police protection, and a weekly newspaper. When the 15 respondents were asked to rate their perception of the quality of social service delivery in the community, eight of the 15 indicated that it was "very good." Of the remaining seven, five rated it "good," while the other two rated it "average."

Direct Organizational Relationships

The school board had direct control over the operation of the Sikammba community school on behalf of the community and the provincial government. As the Community Services Department of the Suburban City was responsible for booking all community groups and agencies which wanted to make use of the school facilities after 6:00 p.m., there were regular interactions between the Department and the school. The Suburban City and District Chamber of Commerce and the Further Education Council were other agencies with which the school had regular interactions, because it had membership on both.

Operationalization of the Established Community School Characteristics--Processes, Programs/Activities, and Methods of Sikammba Community School

A discussion on how implementation of the established community school characteristics affected the three hierarchical levels of the Sikammba school organization follows. Unless otherwise stated or the context implies otherwise, the words "community," or Sikammba community, or Sikammba, would mean the catchment areas of the school. The city itself is always referred to as the Suburban City or simply the City.

The Institutional Level

One of the school boards in Suburban City was the local agency which controlled the Sikammba school and gave legitimation to its operation. The Board did not have any policy on community schools, but the chairperson of the Board pointed out that "We do have a belief, which is incorporated in a number of our policies or statements of belief, that schools must serve a community role." As an example, the chairperson cited the fact that the school board and the city had had what he believed to be the first Joint Use Agreement in the province, signed in 1975, whereby the various school facilities are shared with the community after school hours. The chairperson pointed out that though the Board supported the operation of Sikammba as a community school, its continuing support would be based on whether or not funds for its operation were available. As he emphasized, "If the funds are withdrawn then we probably would not provide additional funds to the school to maintain the kind of service that it is providing at the present time."

The chairperson pointed out that control over the operation of Sikammba community school by the Board had not been any different from the Board's control over other schools in the district. He emphasized that all principals in the district were given the responsibility to run their schools with very little involvement by the Board.

The Board established the broad philosophy, policies, and goals of education for the school district, and the goals of the schools were established within the framework of Board's broad statement. The goals of Sikammba community school were established at the school level by the school Goals Committee which had input from teachers, parents, and students. Most of the respondents of the study felt they had sufficient input into the determination of the goals of the school.

The Managerial Level

Mediation

Mediation concerned the linking of the school and the community. At Sikammba community school, the structures/bodies (the process elements of community education) and personnel whose role incorporated the mediation function within the community education aspect of the school were the Community School Advisory Council (CSAC) which was later dissolved, the Parent Advisory Council (PAC), the Ad hoc Process for Development of the School's Charter Yearbook, the Class Level Community Related Curriculum (Integrated Unit) Planning Committee, the principal, the community school coordinator, the community school curriculum coordinator, and the chairperson of the PAC. However, at the time of the study (November 1987) there was nobody in the role of the community school coordinator.

The Administrative Structures/Bodies (Process Elements)

Community School Advisory Council (CSAC). For a while, following the attainment of designated community school status, the Sikammba school had a Community School Advisory Council (CSAC) and a Parent Advisory Council (PAC). The CSAC, which included membership from agencies, the local MLA, school personnel, president of the Students' Council, and community members[34] was, in the 1985-86 academic year, however, "dissolved due to its ineffectiveness."[35] As one member of the school leadership team put it, "the people themselves could not make the meetings, and could not see what they were meeting for in any way; and nobody would come to the meeting for the sake of the meeting."

For the purposes of ensuring improved communication and cooperation with other relevant community agencies, the school had developed the following strategy in place of the CSAC. During the first three months of the school year, the community school coordinator would visit and meet with all relevant community agencies[36,37] for the purposes of reviewing commitment to the community school concept, deliver the Charter Yearbook and other relevant reports, and to plan any project that involved the agencies. These agencies included the Community Services Department, the Royal Canadian Mounted Police (RCMP), the local Further Education Council, and the Suburban City and District Chamber of Commerce.

This new approach was therefore one of the effective ways the school adopted in the implementation of the characteristic of "interagency cooperation."

Parent Advisory Council (PAC). Membership of the PAC was open to all parents whose children attended Sikammba community school, and other community members.[38, 39, 40] The principal, community school coordinator, community school curriculum coordinator, and all professional staff members of the school were ex officio members of the PAC.

Officers of the PAC consisted of the chairperson, vice-chairperson, and secretary, all of whom were elected annually by the members of the Council. The chairperson of the previous year joined these officers to constitute the Executive of the Council. Regular meetings of the Council for deliberation were scheduled on the first Monday of every month.

The school documents[41, 42] described the role of the PAC as acting

> in an advisory and resource capacity to school administration on all matters pertaining to education including but not limited to school policies and procedures, curriculum, community school budget, and communication.

In this role, it provided input for the implementation of certain courses and programs in the school, served as liaison between the school and the parents, participated in the development of the budget, and brought up issues and concerns of parents and community to the attention of the school. In addition to these, the PAC also provided expertise in various areas for the implementation of programs and courses in the school. The PAC was thus one of the means through which the community school characteristic of "involvement of parents and community members" was achieved in the school.

Only one respondent expressed the concern that the PAC did not really have any influence on the substance of education:

> ... I don't think they have a great deal of influence on the school; ... Most of what they do are extras, as far as I have seen.... In one of the meetings I have attended, one of the things we discussed was the cutbacks, and what we should do about it. One of the other meetings had to do with the selection of a photographer who was going to do the school pictures of the kids. These are issues that are at the fringes of the school operation. I feel very strongly that we should have more input into the substance of education in the school. I think the parents should, for example, participate in making decisions about the curriculum.

Ad hoc Process for Preparation of the Charter Yearbook. This process by which the school's Charter Yearbook was developed, served the role of mediation by ensuring input from parents of the community. Undertaken from the community school coordinator's office, the process began with an evaluation of the previous year's goals using questionnaires and interviews, and involved students, parents, and staff.[43, 44, 45] This was followed by a meeting of the Goals Committee, the membership of which included the principal, the curriculum coordinator, community school coordinator, and a number of volunteer teaching staff members to decide on a method of determining the goals for the coming year were decided.

The Goals Committee then met to set tentative goals and objectives for the coming year. At a regular meeting of the PAC, a Committee of parents, staff, and students proposed goals based on an examination of school handbook, which were then incorporated into the coming year's community school goals.

The final stage of the process was the presentation of the goals and objectives for the coming year to the entire staff of the school and the chairperson of the PAC. Further revisions and/or changes in the goals and objectives could be made at this stage after which they were ratified. Once ratified they were put together with other relevant materials as the Charter Yearbook for the coming year. This process was thus an important means by which the community school characteristics of "collegiality" and "parent and community involvement" were operationalized in the school.

Class Level Community Related Curriculum (Integrated Unit) Planning Committee. This ad hoc committee planned and organized the content of Integrated Unit of study for each particular Grade level. It comprised all teachers at the particular Grade level who were affected by the Integrated Unit of study. Parents of the Grade level might also be invited to a meeting with the committee of teachers, so that input was obtained from them.[46, 47, 48, 49] This was thus an important strategy for meeting the community school characteristics of "collegiality" and parent and community involvement."

Administrative Personnel

Principal. The principal of the school, a lady in her forties, who held graduate qualification, had by the time of the study, been the principal for about five years. She had prior experience as a principal of a non-community school in a small town. The principal ensured effective linking of school and the community.

The school's Charter Yearbook[50] outlined the responsibilities of the principal related to program, resources, and public relations. The program function involved determining present and future educational needs of the school and coordinating and integrating programs towards the meeting of these needs. The functions relating to resources concerned the acquisition and management of human, financial, and material resources. Finally, public relations functions involved the establishment and maintenance of effective school and community relations.

In describing her role, particularly as it related to community education, the principal emphasized the public relations aspect of her job, stressing three main dimensions of the role. These consisted of:

> ... contacting the agencies, the school board, and the parents,and making them aware of what is going on in the school,...making them appreciate that the kids in the school will make,and in fact are making, a positive contribution to their community. The other half of this is to help the teachers and the kids to understand that they too have a part of this role. They must sell themselves, using this expression positively to mean 'share what you're doing--talk about it.'In addition, I see my role as approaching the business community,and the government agencies, at least those that are within our proximity, to help them understand that they too can play a valuable role for students in their lifelong learning experience; and to help the teachers understand how to use those agencies effectively--tapping the resources that are there to enrich their lessons, and not make it feel as if it's an "add on."

The principal desired to see some changes in how the role would be performed. Following the imposition of the cutback, the role of the coordinator which was formerly full time and filled by a professional, had to be made part-time and filled by a nonprofessional. The principal preferred a full time professional person in the role of the community school coordinator to undertake some of the public relations functions.

Community School Curriculum Coordinator. This role was occupied by a professional teacher who had half-time teaching responsibilities in the classroom. The occupant was a lady in her thirties with graduate qualifications. She was in her second year in the position, but she had been in the school for over five years, and was a member of the Steering Committee that put together the school's document towards the attainment of designated community school status.

Two main functions of the curriculum coordinator role could be discerned.[51, 52] These were assistance to and coordination of the work of colleagues in the planning and implementation of their curriculum in general, and the Integrated Units of study in the school, in particular, as a complement to the Department of Education general curriculum;

and facilitation of "professional development activities for staff, students, parents, and interested members of the community" as a means of promoting understanding and implementation of community related curriculum in the school.

In working with colleagues, the coordinator assisted teachers in identifying human resources, such as guest speakers for various topics being studied in class. To facilitate the identification of such resource people, the community education office maintained a Community Resource Index Bank (CRIB). She also provided material resources for the teachers. In addition, she made arrangements for all school field trips, including the booking of field trips and the buses for going on the trips. She was also responsible for booking special performances, such as drama presentations. In these ways, she helped teachers save time in their planning and preparation. At the beginning of the year, the coordinator met with all teachers involved for the purposes of planning and organizing activities for the Integrated Units.

The coordinator submitted regular reports to the Parent Advisory Council (PAC) on the curriculum and to the school board on the activities of the school. She brought to the attention of teachers, students, parents, and community members any workshops and conferences on community education and facilitated participation by the various stakeholders. At the time when there was no community school coordinator, the curriculum coordinator was also assisting in performing some of the functions of the former role. Following the budget cutback her time as curriculum coordinator had to be reduced which made it difficult for her to perform all the functions effectively.

Chairperson, Parent Advisory Council (PAC). The position was occupied by a lady in her thirties with postsecondary non-university qualification. She had been in the position for about six months. Prior to holding the office, she had been a parent member of the PAC for about two years.

The chairperson planned and organized agenda for meetings of the PAC; provided a copy of "the agenda for the principal and for the Newsletter, prior to the monthly meeting;" chaired meetings of the PAC; chaired the necessary PAC executive meetings; and in the second year, served on the executive as past chairperson.[53, 54, 55] The monthly PAC meetings were planned in cooperation with the vice-chairperson, the principal, and secretary of the PAC. She did not see the need for any changes in these functions, except that she saw the need for ensuring that a member of the previous year's executive sat on the current executive.

Procurement of Financial Resources

For the 1987-88 academic year following the 50 percent cutback in provincial grants, Sikammba community school's total grants from the provincial government, through the IDCSC, amounted to approximately $32,000.00. It, however, continued to receive the additional needed funding towards salaries of community school personnel from its School Board. Small sums of money were also derived from fund raising activities of the school's Parent Advisory Council, such as the book sale, hot dog sale, and the lunch program.[56, 57, 58]

Internal Management

The School Philosophy

The school philosophy , as described in the school's documents,[59, 60, 61] incorporated many of the general principles of education, such as allowance for the individual child's growth towards his potential, development of a sense of responsibility, and open and honest communication among children.

Also embodied in the Sikammba community school philosophy was that the school "was consciously oriented to the community it served" (emphasis is that of the school). Hence the school was viewed as a place, not only for students and teachers, but for community members and parents. Thus involvement of community members and agencies in school activities were to be encouraged; and so were the adaptation of school and community facilities for community education purposes. The respondents were quite satisfied with the philosophy of the school in terms of both content and the process of its establishment by the Goals Committee.

Open School Atmosphere

Even though there did not appear to be any written policy regarding easy access to the school by parents and community people, other than what was incorporated in the school philosophy, many actions of the school were ample evidence that people were welcome in the school. One of these was the regular invitations to parents and community people to come and participate in many activities and events of the school. These invitations were usually contained in the school Newsletter which went to every home of the school children, and to other community places such as stores and doctors' offices.

Another indicator of such open school atmosphere was the pleasant reception accorded to visitors to the school. Such reception was not only evident in the school office and from the school administration, but students and teachers were equally pleasant to visitors. Such visitors were usually given specially designed name tags which led to easy identification, and which promoted a personal touch in relationships with school personnel, both students and staff.

Days and Hours of Operation.

The opening hours of the school met the needs of parents who had to leave for work early in the morning, and the needs of community groups wanting to use the school facilities, thus facilitating the implementation of the "community use" characteristic.

The school was opened from 7:30 a.m. to 10:00 p.m. each day during the weekdays, except statutory holidays. However, the regular school operated from 8:25 a.m. to 3:00 p.m. The early opening of the school enabled parents who had to leave for work without anybody in the house to take care of their children to drop the children off at school so that they could go to work. The need for this concession was very evident in the area where there were many dual career families. However, the principal pointed out that it was made clear to both parents and students that this early entry of students to the school building was a privilege, and if it were abused it could be withdrawn.

The period between 3:00 p.m. and 6:00 p.m. was used by the school for various after school-programs for the school children. But after 6:00 p.m., the school facilities were available for use by community groups who normally booked the use of the facilities through the City's Community Services Department. Should the school need the school facilities after 6:00 p.m., it also had to book with the Community Services Department, but it was given priority.

Over the weekend, the opening hours of the school varied depending on when the facilities had been booked for use by community groups. A security officer from the School Board office would normally open the facilities.

During the month of July, the school facilities were also opened for use by community groups as requested. The school was thus in operation for eleven months, that is, from September to the end of July. The month of August was reserved for maintenance work in preparation for re-opening of school in September. During the month of August, all cleaning, any painting, repairs, and any other maintenance work were done.

Other Administrative Bodies

Faculty Council. The Faculty Council consisted of the principal, vice principal, community school curriculum coordinator, community school coordinator, and elected elementary and junior high staff representatives.[62, 63] All meetings of the Council were open to any teacher who wanted to attend. The Council acted as an executive body of the staff which made decisions on behalf of the staff for ratification at the regular staff meetings. The Council, instituted in 1987-88 on a trial basis, was necessary because of the time it took to make decisions at regular staff meetings.

Students' Council. Members of the Council, consisting of a president, vice president, secretary, treasurer, social convener, boys' and girls' sports representatives, and room (class) representatives were elected by the student body at the end of the school year to serve in the following year. The Council helped to plan and implement certain school programs, and organized a number of activities for the students.[64] Among these programs and activities were intramurals, inter-school sports, clubs, babysitting course, winter carnival, school dances, fundraising activities, and other recreational activities.

Community Involvement and Procedures

Community Involvement. Perhaps the most important way in which the community was involved in decision making at the Sikammba community school was through participation in the activities of the Parent Advisory Council (PAC). This Council brought members of the community, particularly the parents, together once a month to discuss matters relating to the education of the children. Even though the Council welcomed other members of the community to their meetings, it was found that usually only parents attended the meetings. As one member of the leadership team pointed out,

> "... as far as it goes, we do not have members of the community regularly coming to our PAC meetings ... though we have been thinking of doing things like 'Teenage Suicide Symptoms' which, of course could bring in other members of the community."

Even the name of the Council itself might have made non-parents wanting to participate feel somewhat awkward. But a non-parent community member who acted as a respondent in the study emphasized that any community member who got involved in the PAC was welcomed, and had as much influence on the PAC as any parent. As he himself emphasized:

> I do have influence on the Committee [Council]. I don't think the fact that ... I am not a parent relate to that. ... Like tonight we are going to another school to make a presentation to their their Council, because they want to know what we do with our parents, ... and I am going along.

The Goals Committee in the process of determining the school's Charter Yearbook, provided another means of ensuring the involvement of not only parents, but also students.

Parent participation was also regularly ensured in the planning of the Integrated Units of study, a unique approach to implementing the "community related curriculum" characteristic of community school. Community involvement also was ensured through membership in the Education Week Committee which planned and organized school activities during the annual Education Week period,[65] the School Evaluation of Goals Committee, and the school Curriculum Committees.[66] Other examples include the Youth Conference which the school organized for April 1988, for which the Committee in charge included parents and students; and the November 1987 visit of Japanese education officials, for which activities were planned by a committee which included parents.

The 15 questionnaire respondents' perceptions regarding the school's emphasis on involvement in school administrative bodies and committees by selected groups in the community are contained in Table 23, derived from Appendix XXVI (Responses to Question on Level of Emphasis School Placed on Different Aspects of School Operations--Sikammba).

The respondents perceived that apart from teachers, the school most emphasized the involvement of parents of regular school students in administrative bodies and committees of the school. This emphasis was perceived to have been more than moderate, as indicated by the Perceived Mean score of 3.2; and there was a relative consensus of opinion, as evidenced by the low Standard Deviation of 0.43. The emphasis the school put on the parents' involvement was also seen by the respondents as adequate from the Adequacy Mean score of 1.9, with a Standard Deviation of 0.36 also

Table 23

Perceived School Emphasis on Involvement by Selected Groups in School Administrative Bodies and Committees--Sikammba

Perceived Emphasis	Adequacy
5=Very Strong 4=Strong 3=Moderate 2=Little 1=None	3=Too Much 2=Adequate 1=Too Little

N	Mean	SD	Groups	N	Mean	SD
13	3.9	0.95	Regular School Teachers	13	2.1	0.28
14	3.2	0.43	Parents of Regular School Students	14	1.9	0.36
13	2.8	0.69	Regular School Students	13	1.8	0.44
11	2.5	0.82	School Volunteer Staff	9	1.8	0.44
11	2.3	0.91	School Support Staff	11	1.6	0.51
6	2.2	0.75	Instructors of Non-regular school Programs and Activities	3	2.0	0.00
10	2.2	0.79	Other Community Members	10	1.5	0.53
7	2.0	0.58	Community Agencies	5	1.6	0.55
5	1.6	0.55	Adult Students/Clients	3	2.0	0.00

indicating relative consensus.

The involvement of regular school students in school administrative bodies and committees was perceived to have been moderately emphasized by the school, while involvement by school volunteer staff was also perceived to have been somewhat moderately emphasized. The emphasis on involvement by both groups was viewed as quite adequate by the respondents as indicated in each case by the Adequacy Mean score of 1.8 and the Standard Deviation of 0.44. Interviews with individual students and a Grade F class did not, however, reveal a consistent perception of their involvement in school level decision making. When the students were asked about the extent to which the school administration and teachers considered their views in making decisions about the school, one student replied:

> That's one of the things I really like about the school. The class will appoint one person that will write down all the things that the class wants. Then there is a meeting of all the class representatives and the Vice Principal, who is in charge of Students' Union; and we will discuss with him what the classes wanted.

Other students spoke about the input obtained from students through the administration of questionnaires. Some students, however, felt they were not that important in terms of having any input to school decisions. For example, one student remarked, "... they [the administration and staff] like to ask us but they never listen to us. They will ask us and we will tell them what we want; they will say okay, but they will do the exact opposite." From this statement, the impression is created that some of the students lacked understanding of the decision making process because they seemed to assume that everything they said had to be done. Perhaps what was needed was to educate the students to realize that any decision has to take into consideration many factors and input, including theirs but not only theirs.

Generally, involvement in school administrative bodies and committees by groups not closely related to the school was perceived to have been less emphasized. This is indicated by the Perceived Emphasis Mean scores below 2.4 for each of such groups in Table 23. It must be noted that in this school the adult students/clients (the group whose involvement was perceived to have been least emphasized) were not so much the students or clients of the school, since adult programs and activities were organized by different agencies who only utilized the school facilities for the delivery of their services.

In spite of the lesser emphasis the school put on involvement by the non-school related groups, the respondents viewed the emphasis as fully adequate for two of these groups, namely, instructors of non-regular school programs and activities (mostly offered by other agencies), and adult students/clients. It should, however, be noted that only a minority of the 15 questionnaire respondents made judgement on the involvement of these groups. On the other hand, the judgement of 10 of the 15 respondents indicate that there was need for some more emphasis on involvement in administrative bodies and committees by "Other community members," as shown by the low Adequacy Mean score of 1.5 and the Standard Deviation of 0.53.

Table 24 shows that majority of the respondents perceived the school as having put the greatest emphasis (though only moderate in absolute terms as indicated by the Perceived Mean Score of 2.9) on the involvement by community agencies in decisions relating to the non-regular school programs and activities. This emphasis was viewed by the respondents as being more than adequate, as evidenced by the Adequacy Mean Score of 2.1, thus appearing to indicate that emphasis on involvement by other groups was needed.

Involvement by parents in this area was viewed as inadequate, as shown by the Adequacy Mean Score of 1.4. The level of emphasis the school put on the involvement by the other groups appeared quite adequate to the respondents, as indicated by the Adequacy Mean Scores ranging from 1.6 to 2.0. It must be noted, however, that in some cases, judgement was made by less than half of the 15 questionnaire respondents. These non-regular school programs and activities were mostly organized by other community agencies and groups who only used the school facilities. Thus it should not appear too surprising that the school mostly emphasized the involvement of these groups in such decisions.

Table 24

Perceived School Emphasis on Involvement by Selected Groups in Decisions relating to Non-regular School Programs and Activities--Sikammba

Perceived Emphasis				Adequacy		
5=Very Strong 4=Strong 3=Moderate 2=Little 1=None				3=Too Much 2=Adequate 1=Too Little		
N	Mean	SD	Groups	N	Mean	SD
10	2.9	1.20	Community Agencies	9	2.1	0.33
4	2.8	1.50	Adult Students/Clients	3	2.0	0.00
12	2.4	0.67	Parents of Regular Students	12	1.4	0.52
9	2.3	1.23	Instructors of Non-regular school Programs and Activities	7	1.7	0.49
10	2.2	0.63	Regular School Teachers	6	1.8	0.41
12	2.2	1.03	Regular School Students	8	1.6	0.52
9	2.1	0.93	School Volunteer Staff	7	1.6	0.54
11	2.1	0.94	School Support Staff	8	1.8	0.46
8	2.1	1.25	Other Community Members	8	1.6	0.52

Table 25 contains the perceptions of the respondents on the emphasis the school put on involvement of community groups in decisions relating to implementation of subjects and courses to be taught in the regular school program. Here too, apart from teachers, the school was perceived to have put the greatest emphasis on the participation of parents, relative to other groups, but this emphasis was only moderate as shown by the Perceived Emphasis Mean Score of 3.1. However, the school was perceived to have put a somewhat moderate emphasis on the involvement of other community members as well.

The emphasis the school put on the involvement of both these groups in this aspect of school level decision making was viewed as adequate by the respondents, as indicated by the Adequacy Mean score of 1.8 in each case. The Standard Deviation of 0.44 in each case also implies that there was relative consensus among the respondents.

Table 25

Perceived School Emphasis on Involvement by Selected Groups in Decisions relating to Implementation of Subjects and Courses to be taught in the Regular School Program--Sikammba

Perceived Emphasis 5=Very Strong 4=Strong 3=Moderate 2=Little 1=None				Adequacy 3=Too Much 2=Adequate 1=Too Little		
N	Mean	SD	Groups	N	Mean	SD
11	3.7	1.01	Regular School Teachers	11	1.9	0.30
12	3.1	1.44	Parents of Regular School Students	13	1.8	0.44
10	2.5	1.51	Other Community Members	9	1.8	0.44
11	2.4	0.92	Regular School Students	10	1.7	0.48
8	2.1	0.99	Community Agencies/Organizations	6	2.0	0.00
11	2.0	1.45	School Support Staff	10	1.9	0.32
4	1.8	0.96	Adult Students/Clients	3	2.0	0.00
10	1.8	1.03	School Volunteer Staff	8	1.9	0.35
10	1.7	1.06	Instructors of Non-regular school Programs and Activities	9	1.9	0.33

Table 25 indicates that the school was perceived to have put little emphasis on the involvement by the other groups in decisions relating to implementation of subjects and courses to be taught in the regular school program, however, this was also viewed by the respondents as being adequate, as indicated by the Adequacy Mean Scores ranging from 1.7 to 2.0. It must be realized, however, that judgement on involvement by adult students/clients was made by only five of the respondents.

It could be argued that respondents did not want to see much influence from community members and groups on academic or instructional matters of the school, since the little emphasis the school put on the involvement of many of these groups in this aspect of school level decision making was viewed as adequate by the respondents.

A majority of respondents perceived that the school put strong emphasis on the involvement of professional teachers in administrative bodies and other committees of the school, and in decision making relating to the implementation of subjects and courses to be taught in the regular school program. These are clearly indicated in Tables 23 and 25 by the Perceived Emphasis Mean scores of 3.9 and 3.7 respectively. The respondents viewed the emphasis the school put on the involvement of the teachers in decisions relating to implementation of subjects and courses in the regular program as adequate, and the emphasis on the teachers' involvement on committees and other adminstrative bodies as slightly more than adequate. These are indicated by the Adequacy Mean scores of 1.9 and 2.1 in Tables 25 and 23 respectively. If we read Table 23 carefully, it could be argued that while involvement of teaching staff on school administrative bodies and committees could be slightly reduced, involvement of other community members on these bodies could be increased.

The respondents perceived the emphasis the school put on the involvement of teaching staff in making decisions relating to non-regular school programs and activities as little, as indicated by the Adequacy Means Score of 2.2 in Table 24. All the same, they viewed such involvement as adequate, judging from the Adequacy Mean Score of 1.8.

According to interview data there was some evidence of teacher influence on the appointment of the community school coordinator (who until the imposition of the budgetary cutback had been a professional teacher) and the curriculum coordinator, done by the principal, but there was no such influence from other groups on these appointments. There had not been influence on the appointment of the principal by any groups, including the teachers. All the same,only one teacher thought it might be a good idea for teachers to have some input into the process of appointing the principal, though the teacher discounted it for practical reasons. As the teacher put it, "It would be nice for us to have some input but I don't see how it could work. I just don't think it would work ... This should be a decision of the Board." The respondents thus seemed not prepared to be much involved in the traditional management decision making areas of the Board or the principal.

Procedures. Membership in the Parent Advisory Council (PAC) was open to all parents whose children attended the Sikammba community school, and to other interested members of the community. The principal, community school coordinator, curriculum coordinator, and professional teaching staff were ex officio members. Each member present at a meeting had a vote, and there was no voting by proxy. The officers of the Council were elected by the membership and held office for one year. There was an Executive consisting of the chairperson, vice-chairperson, chairperson from the previous year, and the secretary, with the principal as the ex officio member.[67, 68] Meetings of the Council were fixed for the first Monday of each month. Decisions were carried by the majority vote of those present.

The School Plant

Changes which helped to identify the school as a community school included a community school events display board, a kind of community calendar, at the main entrance to the school, on which were indicated the various upcoming events in the school. Bulletin boards also displayed students' work throughout the school.

The office for the community school coordinator, the curriculum coordinator, and the community school secretary was quite spacious and conveniently located near that of the principal and the school's main office. Indoor plants located in the front foyer of the school and fresh flowers in the main office added to the beauty and inviting atmosphere of the school.[69, 70]

Cupboards and shelves provided space for community groups, such as the Brownies, Beavers, and Guides for storing their equipment and materials. The school gym, the art room, the computer room, and other classrooms were suitable for use by various community groups.

The school had no area available as a community room. While this did not seem to be a concern to a number of the respondents because the staff room served as a good place for community members to be, others thought such a convenience would cause both teachers and community people to be more at ease. A member of the school leadership team arguing in support of members of the community being in the staff room said:

> I think parents should be in the staff room and that's where they are. ... I think our teachers invite the parents in, they like them there; they don't mind them being there, because they don't talk about kids in a negative way.

This thinking appeared to summarize the views of those who thought a community school room was not necessary.

On the other hand, a statement from another member of the leadership team summarized the views of those who thought a community room would be useful in the school. This respondent said:

> I think it would be an excellent idea to have a community room, because so many of the groups come into the school and they don't know, sort of, where to meet or where to go. Some groups don't feel comfortable going into the staff room because they feel that's for the teachers, the secretaries, caretakers, and so on. ...

Community Education Support Services

The community school secretary provided executive and secretarial support to the school administrators, community school coordinator, and the community school curriculum coordinator. Secondly, she ensured open communication between the school and the community by contacting volunteers and other resource persons, and serving as a liaison between the school, on one hand, and the students, parents, and other community members, on the other hand.

The Technical Level

In-School Programs/Activities, and Methods Involving Regular School Students

In implementing the community school characteristics, the Sikammba community school organized many programs and activities, using different methods which involved the school age children in course of the school day. Major among these were the following.

The Integrated Units of Study

This was a special approach used by the school to implement the "community related curriculum" characteristic of community schools. Each of the Grade levels in the school devoted three days to one week in the academic year to the study of a specific topic directly related to the community. During the 1986-87 academic year, the topics for the Units at the various Grade levels, which rarely changed from year to year, were:[71, 72, 73]

Grade A: Suburban City is a Fun Place to Live.
Grade B: Vandalism.
Grade C: The Great Outdoors.
Grade D: The Environment.
Grade E: Who am I?

Grade F: Decision Making.

In the Grade A Unit on "Suburban is a Fun Place to Live," the students studied the recreational facilities that were available in Suburban City, identifying the kinds of facilities, their locations, and having the locations put on a map. In its the study of "Vandalism," the Grade B students located vandalized facilities in the community and repaired them, and put out a pamphlet on vandalism and delivered several hundred copies to all households in the school attendance area. In this way, the implementation of the Grade B Integrated Unit led to the provision of service to the community while the students learned, a very important aspect of the community related curriculum. The Grade C Integrated Unit on "The Great Outdoors" involved the students going on a 3-day winter camp during which time they learned about the outdoors and engaged in winter sports. The Grade D Unit on "The Environment" involved the study of Suburban City including its layout, planning, development, and its rivers and lakes.

The "Who am I?" topic for the Grade E focused on helping the students discover themselves, through such things as study of their cultural origins, their heredity, and doing autobiographies. The Grade F Unit on "Decision making" concerned decision making in the market place which involved personal budgeting, and on substance (alcohol and drug) abuse. As an example of activities undertaken in course of the Integrated Unit of study, the outline of the Grade B Integrated Unit on Vandalism is attached as Appendix XXVII.

In planning the activities of the Integrated Units at the different Grade levels, the involvement of parents of the students was often sought by the Grade level teachers.[74] Thus through the Integrated Units, the school implemented the characteristics of "community issues," "collegiality," and "involvement of parents and community people."

Use of Community Facilities and Field Trips

To further enhance the meeting of the "community related curriculum" characteristic, the school made extensive use of field trips and utilization of community facilities as methods or strategies for learning by the students. Teachers often took their classes to the Suburban City public library to listen to authors read their works or talk about their writing. A swimming pool in another part of the city and a community ice skating rink were regularly used by the school for various sporting and recreational activities; and the Man-Made Lake, the main river in the city, and other recreational facilities in the city were utilized for activities in various Integrated Units.[75, 76, 77]

Field trips were also taken to community places, areas in other parts of the city, places in the adjacent metropolitan center, other parts of the province, and outside the province as a means of enriching the school curriculum.[78, 79, 80, 81, 82] For example, a drama class would visit a theatre, science classes would tour a Space Sciences Center, students studying the law would visit the local University to see a mock trial, outdoor education students would go on a camp, and so on. Other places included the provincial museum, the provincial legislature, the Suburban City Hall, a Nature Center, opera, and a shopping center. Selected number of students of the school also had the opportunity to visit Expo, an international trade fair held in Vancouver, British Columbia in 1986,[83, 84] and the Winter Olympic Games held in Calgary, Alberta in 1988.[85,86] Occasionally, field trips were taken also for social purposes. For example, the Ski Club of the school may travel to a ski hill for several evenings of skiing.[87]

Item 5 in Appendix XXVI indicates that 14 of the 15 respondents perceived the school as having put strong emphasis in the use of community facilities. This is indicated by the Perceived Mean score of 3.9 and a Standard Deviation of 0.77. This level of emphasis by the school was also viewed by the respondents as being fully adequate, as indicated by the Adequacy Mean score of 2.0 and Standard Deviation of 0.00.

Community Members in the School and in the Classrooms

Guest Speakers. Of the 52 items into which the 10 characteristics of community school were broken down, the use of community people as guest speakers in regular school classes was the one single item which was perceived by the respondents as having received the greatest emphasis. This is indicated in item 1 of Appendix XXVI by the Perceived Emphasis Mean score of 4.5, and the Standard Deviation of 0.52. The Adequacy Mean score of 2.00 with a Standard Deviation of 0.00 for the item also shows that the respondents were unanimous in their view that the emphasis the school put on this area was adequate.

Among the topics for which over 60 guest speakers[88] were used in various classes of the school during the 1986-87 academic year were: Self Awareness and Acceptance, Maps and Map Making, History of the Metis People, Energy Conservation, and China.[89, 90, 91]

Volunteers in other Classroom and Non-classroom Activities. At the beginning of the school year, the community school secretary sent to every student's home a parent involvement program form on which parents were asked to indicate whether they would be able to offer any services to the school, the nature of the service, and times they would be available. A copy of the form is attached as Appendix XXVIII. The community school secretary placed returned forms into a Resource Book which was used in booking volunteers. When a teacher needed a volunteer, the teacher would fill out a parent volunteer request form, a copy of which is attached as Appendix XXIX.

All the teachers involved in the study had used parents in the past year or two. One teacher stated that "... any assistance from parents is usually with an extra-curricular activity; to help out, say in supervising a volleyball game, or helping us out on a field trip..."

For item 3 of Appendix XXVI, the respondents perceived the school as having put more than 'strong' emphasis on parents helping regular school teachers through appropriate voluntary work, as indicated by the Perceived Emphasis Mean score of 4.3; an emphasis which was viewed as adequate by the respondents, as evidenced by the Adequacy Mean score of 1.9.

Another area of extensive involvement by parents was in the community school's office, where parental contributions were evident in many areas. For example, every week the school's Newsletter was typed and duplicated by parent volunteers. In addition, parents regularly came to the community school office and assisted in answering phones, doing filing, photocopying school materials, supervising hot lunches, and acting as library helpers.[92] On special occasions, such as during visits to the school by important guests, parents were known to contribute through such activities as baking and serving tea; and parents often acted as chaperons at student dances in the school.[93]

In the 1986-87 academic year, the school recorded over 1,400 hours of volunteer work.[94] Every month, special thanks were sent to the many volunteers who had contributed their time and skill to the school. At the end of each academic year, a 'Volunteer Appreciation Dessert and Tea,' was also held in the school in honor of the many school volunteers.[95] In addition, some of the volunteers were further honored through the Communiteers, organized by the Suburban City and District Chamber of Commerce in cooperation with the school.

Programs with the Seniors

As part of maintaining close relationships with the community, in furtherance of the community school philosophy, the school had over the years been involved in a few programs which involved senior members resident in a nearby Seniors' Home. One of these, which had been organized some time ago, was 'Adopt-a-Grandparent' program within the Health program.[96] Under this program, which involved the Grade C students, each student was paired up with a senior citizen in the nearby Seniors' Home.

A few afternoons every week, the students would go to the Seniors' Home and play games with them.

A new program being offered at the time of the study involved the Grade D Gifted Students class. As part of a unit on Creativity, the teacher would take the students to the nearby Seniors' Home and each student be paired up with one senior citizen. The students would then have an interview with the seniors, on the basis of which the students would write biographies on the seniors paired with them. This was then to be put together as a booklet, with the title 'Senior Citizens of Sikammba.' Copies of the booklet would then be presented to the Seniors' Home and the Suburban City public library.

The Perceived Emphasis Mean score of the questionnaire respondents on the school organizing programs and activities for senior citizens was 1.6 and the Adequacy Mean score 1.1 with Standard Deviations of 0.51 and 0.32 respectively (Item 51 of Appendix XXVI). Though the little emphasis put in this area by the school could be explained by the fact that there were other organizations in the community which were offering such services, and there were few seniors in the community, as evident in the demographic profile, the low Adequacy Mean score from the respondents seems to suggest that they would like the school to be somewhat involved in this area. This need for some program with the senior citizens was also strongly emphasized by one respondent by saying:

> ... I know they have the Senior Citizens' Club downtown in Suburban City, and may be that accommodates them all. But may be they [the school] could look into having something here for the senior citizens around here, even if it's only tea, so that they also get involved.

Student to Student Help in the Teaching-Learning Process

"Everyone a teacher" was one of the established characteristics of community schools which implied the involvement of students, with others, in the teaching-learning process, not only as students but also as "teachers."

Students Teach Students. Students in the upper grades tutored other students who were having difficulties with their lessons. This was usually done during the lunch hour, after school, or before school. But occasionally some students were excused from classes to tutor other students. An example of this was described by one of the school leaders as follows:

> ... we have a girl in Grade C who's come to us from a strictly French immersion program, and is struggling a little in the English program--it wouldn't take her long to catch up because she is a bright little girl but she needs that extra little help and so we've got kids pulled out of classes to help her when the French class is going on because she doesn't need that.

It was pointed out also that the students who were normally excused from classes to help others were those who would not suffer through their absence.

The Grade C students were also known to read to the Grade As and to help them learn. The Grade E class had also gone to Kindergarten and Grade one classes in a nearby school to read to them stories they had written.[97] Another way students were given the opportunity to help their fellow students, and to some extent their teachers, was to talk to their class or other classes about some particular things in which they had expertise. For example, one teacher described a situation:

> ... two weeks ago I was doing an Archery unit, and I know there is a boy who is in Grade E who does archery down at an Archery Club. So I went and asked him whether he would come in as a guest speaker. He agreed, ... He brought in all kinds of equipment of his own when he came in as a guest speaker; and he was just as good as any guest speaker I would have picked.

Other teachers had given students in their classes opportunities to share their knowledge and experiences on such topics as different religious celebrations,[98] the Arabic alphabets, and foreign countries. Finally, the Junior High Debate Team had had the opportunity of teaching debate procedures to students of one elementary class.[99]

Student Support. This was a program being organized by the Guidance department, which involved students helping students. To act as confidant to students who were having some difficulties, senior students were trained in communication skills, helping skills, and decision-making skills.[100]

If a teacher sensed a student having some problems, he could approach a student in the Support team and ask him to act as a buddy and strike a conversation with the student having problems. The hope was that the student having problems would trust the buddy and develop confidence in him so that together they would help solve the problem.

In addition to this role, each of the students of the Support team was introduced to some new registrants of the school so that they could show them around. In this way, until the new students had found their own friends, they would at least have the member of the Support team as a friend.

Positive Peer Group. This was a group of some 12 to 15 students who had been identified by the teachers as lacking a strong self-concept. The school was cooperating with young people from a college in the adjacent metropolitan center, who were being trained to work with students, to improve the self image of these students.

As a means of helping them build up their self-image, these students were encouraged to take on visible projects so that other students could see them doing something worthwhile. As such, this group, in cooperation with the Student Support team undertook a number of important activities, such as hosting at the Parent-Teacher interviews and helping to organize other social events in the school.[101, 102] In performing many of these activities, these students had to dress appropriately, act maturely, and show some leadership. It was pointed out by one of the school leaders that though this was not a problem to the students in the Support team, it presented a big challenge to the students in the Positive Peer Group. In addition, the Positive Peer Group organized other activities by itself such as showing movies in the school.[103] By the school working with young women from the college, the characteristic of "interagency cooperation" was also implemented.

Buddy System--A Safety Program. Every student in the school was twinned up with another student in their classes as buddies. If any student was going to be absent, he had to phone his buddy and ask him to inform the teacher. After attendance had been checked every morning, the teachers gave a list of the students who were absent and had not phoned their buddies to the community school secretary, who in turn phoned the students' homes to ascertain the reasons for their absence.

Item 19 (Appendix XXVI) indicates that the respondents perceived the school as having put moderate emphasis on regular students being used as resource persons, an emphasis which the respondents felt could be increased, as indicated by the Adequacy Mean Score of 1.5.

From Career Days to a Student Conference

On Career Days, parents and community people were invited to the school to speak to the students about their careers and professions. During the 1987-88 academic year, to expand the focus of the Career Days, a Student Conference was organized during the Education Week for the students. The Student Conference, with the theme "Learning for Life," was a whole day affair with over 50 different sessions from which students chose which they wanted to attend.[104, 105] The Conference began with a keynote address by a prominent member of the Alberta Chamber of Commerce, and a former pilot. The Conference was held on a school day and all students of the school were expected to be involved. Also attending the Conference were parents, special guests, and delegates from other schools.

The elementary program included sessions on face painting, basics of first aid, craft making, career as firefighter, how to care for bicycles, care of animals, career as professional athlete, skateboarding techniques, and career as an RCMP officer.[106] The junior high program included sessions on getting more from conversation with parents and adults, basics of martial art, Aids, career as a physician, teenage suicide, teenage sexuality, alcohol abuse, and writing and publishing a book.[107]

The planning and implementation of the Conference involved the school administrators, teachers, parents, and students, and demonstrated the implementation of the community school characteristics of "collegiality" "interagency cooperation," "involvement of parents and community members"," and "everyone a teacher" in the school.

Remembrance Day Ceremony

The school also displayed its affinity to and identification with the community through the holding of an annual Remembrance Day Ceremony, in order "to pay tribute to those 112,000 brave people who lost their lives fighting for our country."[108, 109] A number of guest speakers from the Suburban City Legion and War Veterans were invited to speak to a number of classes in the school.[110] Students from Language Arts classes read poems, some of which had been written by the students themselves.[111, 112]

Some of the poems written by the students, and posters made by the students were also submitted to the Royal Canadian Legion for entry into their annual Remembrance Day Literary Contest. In 1986, a student of the school had placed third in the City wide contest.

Class Twinning and Exchange Programs

The Sikammba community school had an exchange program with a rural area community school whose one elementary Grade level was twinned to Sikammba Grade A. During exchange of visits between the grade levels of the two schools, the students engaged in many activities including sports and games. At a Youth Conference organized by the twinned school, in 1987, the Sikammba school was represented by a group of students.

The Grade D class had been twinned with a class in Quebec in 1986-87, and in 1987-88 the Grade Cs were involved in twinning with a class in California, making it possible for the students to exchange letters, pictures and other things from each other's community.

Safety Programs

A bus safety program was organized by Alberta Transportation [113, 114] and involved lectures, film presentation, and bus evacuation drills. A bicycle safety program was organized by the school and was fitted into the Health curriculum at the Grade A level.[115]

Outdoor Education

A major aspect of the community related curriculum at Sikammba community was the Outdoor Education program. Students participated in a two to three day camp, after learning about outdoor skills, including the opportunity to take certificate courses in St. John's Ambulance Emergency First Aid course and a St. John's Ambulance CPR (Cardio-Pulmonary Resuscitation) course.[116, 117, 118] Other topics discussed by guest speakers with the students prior to their going on the camp included 'First Aid in the Wilderness.'

At the camp, students participated in various environmental and outdoor activities, including firebuilding, cooking, canoeing, hiking and fishing, and environmental studies.[119]

Services From Students

Spring Clean-Up. As its contribution to the City's Spring Cleaning Week, each class, under the supervision of a staff member, collected litter on the school playing fields and surrounding areas.[120]

Babysitting Service. The Babysitting Service to the community was organized by the Students' Union and the community school office with the objective of relieving parents of their children for a few hours within the day so that they could attend to some other important things, such as go on shopping or visiting friends and neighbors.[121, 122] The service was provided at Christmas time and during Mothers' Day. Junior high students who acted as sitters would normally have passed a Babysitting course offered by the school in conjunction with the Alberta Safety Council or had had previous experience as babysitters.

Other Services. Other services provided by students included activities in some of the Integrated Units of study such as in the Vandalism Unit; and those offered during Christmas season such as the Sikammba Community School Carols Group singing Christmas carols at the main shopping center of the city and at the Seniors' Home.[123]

Respondents perceived the school as having put moderate emphasis on provision of service to the community by the students, which was viewed as being fairly adequate as indicated for item 16 of Appendix XXVI by the Perceived Mean score of 3.1 and Adequacy Mean score of 1.6 respectively.

Community Issues in the School and in the Classrooms

Activities in the Integrated Units. In the study of such issues as vandalism in the Grade B Unit, the environment in the Grade C Unit, peer and family relations in the Grade E Unit, and substance abuse (drug and alcohol) in the Grade F Unit, the students were exposed to problems and issues of relevance to the community. In fact, the focusing of attention on these issues, according to a member of the leadership team, had contributed to a reduction in problems relating to some of the issues, such as vandalism. As the leader put it, "Vandalism has dropped in the school; last year there was none." Thus the undertaking of these activities directly contributed to the meeting of the community school characteristic of "community issues."

Block Parent Program. The Block Parent program was organized by the RCMP office to ensure that children in the community had somewhere to go to in case of emergency. The school's involvement in the program was making available to interested parents the necessary application forms.[124] This program also contributed to the fulfilment of the characteristic of interagency cooperation.

Family Identification Program. The objective of the program, undertaken in cooperation with another community school and the RCMP,[125, 126, 127] was to ensure that families had instant and complete identification data on their children available so that in case of emergency, such as loss or abduction of a child, these could be used to assist authorities in finding their children. Data required of children were photographs, personal data including height, weight, etc., and fingerprints. The program was optional to parents.

Other Activities. Other activities included the organization of a forum in the school gym which involved various political candidates who were standing for election in the area during the last elections; and a similar platform for candidates in the school board elections.

Item 12 (Appendix XXVI) indicates that the respondents perceived the school as having put more than 'moderate' emphasis on the study of community issues and problems by the students, as shown by the Perceived Emphasis Mean score of 3.3. The Adequacy Mean score of 1.9 indicates that the respondents viewed the level of emphasis the school put on this as being adequate.

Winter Carnival

The carnival was a school-wide activity planned by the Students' Union, and consisted of variety of sports, such as cross-country skiing, snowball-throwing, and races in the snow, undertaken by the students, staff, and other community members. Parents usually participated by cooking, selling, or offering other services in course of the day. The day therefore brought students, staff, parents, and community people together, and hence contributed to the meeting of the community school characteristic of "sense of community."

Services for Students

In addition to the early opening of school building to enable the students whose parents might be leaving for work to enter the school, the school also provided a lunch program for the students. The school, upon request from parents, allowed all students who could not go home for lunch and others engaged in afternoon sports and games to have their lunch in school.[128, 129] The community school office also sold items like ice cream bars, pudding, sunflower seeds, milk, and hot soup to the students during the lunch hour as a fund raising venture.

After School Programs/Activities for School Age Children

The school's after-school programs for school age children were usually held between 3:00 p.m. and 6:00 p.m. and consisted of sports and games, clubs, and special programs/courses. Major among the sports and games activities were volleyball, basketball, track and field, curling, badminton, tennis, and golf with each coming on at different times of the year. [130]

The school's clubs included debating, yearbook, Hi-Q (a group of students who competed against students from other schools in general knowledge), student support team and positive peer group, stage band, speech, ski, yearbook, drama, chess, stamps, and art.[131] Occasionally, the school or the school in cooperation with other community agencies offered courses to students, such as the Babysitting Course offered in the school in conjunction with the Volunteer Action Center/Alberta Safety Council.[132, 133] Another example was the offering of training to the Student Support team.

Programs and Activities for Preschoolers and Adults

The major reason for lack of direct involvement of Sikammba community school in the provision of courses and programs for the preschoolers and adults was that these were provided by other agencies in the community. Many programs and courses held for adults in the Sikammba community school facilities were offered by other agencies which arranged to use the Sikammba school facility through the Community Services Department of the City.

The Sikammba school organized a number of social events, some of which were held outside the school facility, that brought the adult members of the community together, and contributed to promoting the community school characteristic of sense of community.

The Sikammba Caper (a community dance)

The Sikammba Caper was an annual community dance organized by the school to bring together parents, other community members, and the school personnel for the purpose of socializing.[134, 135] Because the School Board did not permit alcohol in the school, the dance was usually held in other community facilities such as the Senior Citizens' Home. According to one of the school leaders, this dance was not patronized as much as the school would have liked.

Wine and Cheese

At the end of every school year, the school organized a Wine and Cheese party for the many volunteers, guest speakers, agency personnel, and others who had contributed to the school during the year.[136, 137] This was also normally held in a community facility, such as the Kinsmen Community Hall.

Pancake Breakfast

Another means of bringing community people together was the Pancake Breakfast initiated in 1986-87. During the Education Week parents were invited to the school for a pancake breakfast prepared by teachers.

Hosting Special Community Events

Another activity undertaken by the Sikammba community school which contributed to meeting both the characteristics of "community use" and "sense of community" was the hosting of special community events, such as the debate between the local University and Suburban City,[138] and a public presentation on "Drugs in Our Community" by the RCMP.[139]

The emphasis placed on the school organizing programs and activities for adults was perceived to be 'little,' as indicated by the Perceived Emphasis Mean score of 1.8 for item 46 of Appendix XXVI; but the Adequacy Mean score of 1.6 for the item suggests that the respondents viewed the emphasis as fairly adequate.

Even though the respondents perceived events organized for community members in other community facilities by the school during the day time as just slightly more than 'little,' as noted for item 31 of Appendix XXVI by the Perceived Emphasis Mean score of 2.3, they thought what was being done was adequate.

One respondent summarized the general view why the school did not need to provide any additional pre-school programs by explaining: "... Suburban City has so many daycare centers, babysitting co-ops, and so many different organizations that can assist in that." Even though there was general view among many of the respondents that the school put little emphasis on this as indicated in item 44 of Appendix XXVI by the Perceived Emphasis Mean score of 2.0, the Adequacy Mean score of 1.6 suggests that they viewed the school's emphasis as being fairly adequate.

Community Use of School Facilities

For Educational Programs and Courses

The school facilities were regularly used by the local Further Education Council for the offering of many courses for adults in the evenings.[140, 141] Among the educational programs and courses offered in the evenings were Computer, Money Management, Painting, Free Style Brushwork, Ceramics, Family Hair Clinic, Speech Making, Caligraphy, St. John's Ambulance First Aid, and CPR (Cardio-Pulmonary Resuscitation).

For Sports, Games, and Club Activities

The school facilities, particularly the gymnasium, were also extensively used by community groups for sports, games, and other club activities, after the school hours. Among the groups which frequently used the school facilities for such activities included a badminton club, square dance club, mini-basketball, Beavers, Brownies, Guides, Scouts, Cubs, and Tops.[142, 143]

For Other Social Events

The school facilities were constantly used by other community groups for meetings. A local Church used the school every Sunday for Sunday School classes. Other users in 1986 included such groups as the Bahai Society of the City, a Civic Election Committee, a Creative Job Search Group, Money Wise Group, and a Track Club of the City. Occasionally, a youth conference was held at the school.[144, 145]

It is not surprising that the questionnaire respondents perceived the school as having put 'strong' emphasis on cooperating with other community agencies to provide cultural, educational, recreational, and social services to the people of the community. This is depicted by item 10 of Appendix XXVI by the Perceived Emphasis Mean score of

3.6, emphasis which was viewed as adequate by the respondents as indicated by the Adequacy Mean Score of 1.9 in the same item.

The school indicated that there was a total of 1,059 community use hours in 1986.[146] The school often booked the school for special events, such as basketball clinic during the four summer months, and summer computer camp.

As noted in Table 26, the respondents perceived the school to have put 'strong' emphasis on the use of the school facilities by community groups after school hours, as indicated by the Perceived Emphasis Mean score of 4.3, which was viewed as being more than adequate, as indicated by the Adequacy Mean score of 2.1. As perceived by the respondents, the emphasis put on the use of school facilities by community members after school hours places second among the 52 items (Appendix XXVI). Similarly, the emphasis the school put on the use of school facilities by other social agencies for the delivery of the services, and on the use of the facilities over the weekend were both perceived as strong and viewed as adequate.

As noted in the Table, use of the school facilities during school holidays were perceived as being only 'moderately' emphasized by the school. This was explained by the fact that the school facilities could only be available in July. Item 33 (Appendix XXVI) also shows that the school put 'little' emphasis on the use of the school facilities by community members during the day hours of the weekdays when such were fully utilized by the regular students.

Table 26

Perceived School Emphasis on the Use of School Facilities by Community Members, Groups, and Agencies--Sikammba

Perceived Emphasis				Adequacy		
5=Very Strong 4=Strong 3=Moderate 2=Little 1=None				3=Too Much 2=Adequate 1=Too Little		
N	Mean	SD	USE	N	Mean	SD
12	4.3	0.62	Use BEFORE and/or AFTER each school day during the year	13	2.1	0.28
13	4.0	0.91	Use by social agencies for delivery of services	13	2.0	0.00
12	3.7	1.16	Use all day during weekends in course of school year	12	2.0	0.00
11	2.8	1.40	Use by members of community when regular students are on holidays	9	1.8	0.44

Other Programs, Activities, and Services

School Publication Ventures

Copies of the school newspaper, the Sikammba Chronicle[147] were delivered to all households in the community. According to one member of the school leadership, "people seemed to really like that." The school also made its weekly Newsletter available to all parents at no cost. To reach other community people, the school placed copies of the Newsletter in stores and offices of local doctors, and with the publishers of the

Suburban City weekly newspaper, so that reporters would know what was going on in the school.

Communiteers

The Sikammba community school cooperated with the Suburban City and District Chamber of Commerce in conjunction with local merchants and service groups to pay tribute to and honor the many City volunteers under a program called the "Communiteers" or "Community Volunteers."[148, 149] The objectives of the one week program were "to celebrate community involvement, acknowledge contributions made by volunteers, and to promote Suburban Citizen of the Year."[150]

Other Special Relationships and Activities with Community Agencies

The "interagency cooperation" characteristic was also promoted in the school through a number of special relationships and activities with other community agencies, including membership in the Suburban City and District Chamber of Commerce,[151, 152] and the local Further Education Council.[153, 154] The principal or the community school coordinator attended all meetings of both bodies. The community school coordinator regularly visited various community agencies to study their programs and needs, and to find out how the school could work with them in various programs and activities.

Usefulness of the Established Community School Characteristics

Most of the respondents of the study perceived the 10 established characteristics of community school as being useful in guiding the Sikammba school towards meeting the needs of its students and of the community. However, a few of the respondents, including a teacher, expressed some concerns about them.

The Board chairperson perceived the concept of community school as useful for at least two reasons. First, it facilitated more effective use of the school facilities. He pointed out that it was because of this belief in community use of school facilities, an important characteristic of community school, that the Board signed the Joint Use Agreement with the Suburban City, under which school facilities were made available to the community for use after six o'clock in the evenings. Secondly, he perceived the implementation of the characteristics as enhancing relationships between the school and the community. As he put it,

> I think basically every school should be a community school whether or not they are designated by the provincial government. They [the schools] have many roles to play in the community and I think it's absolutely essential that they do.

Asked whether the Board supported Sikammba school in the implementation of the community school characteristics, he pointed out that not only did the Board support Sikammba community school particularly, but it supported the whole concept of community school. The chairperson expressed the Board's position on community schools in these words: "We believe strongly in the community school concept; and we believe strongly in the role that the school should be playing in the community. There is no question about that." However, what appeared to be a concern to the Board was providing extra funding to some schools and not to others, when some of those which were not provided with extra funding were perceived as also doing very well in many of the things that the community schools did. This extra funding for some schools was thus perceived as inequitable.

The need for the Sikammba community school to continue implementing the characteristics was recognized by the Board chairperson as important because he saw the school as "paving the way or assuming a leadership role, and developing things that other schools can take advantage of." However, should the provincial government completely withdraw community school funding, he did not see it equitable for the Board to single out any schools in the District for special funding to enable them to implement the characteristics. Though the Board supported the community school concept, it seemed that financial constraints restrained it in terms of what it could do.

The characteristics had helped the school leadership to focus on specific areas in an attempt to meet the needs of their students and community. One said:

> I am wholeheartedly in favor of promoting these characteristics. I think they help educate our children to be well-rounded. ... I think implementing them encourages the children to become involved; that they are more than just their own families.

None of the members of the school leadership team wanted to see any changes in the characteristics. As one said, "I wouldn't like to see any changes because I think that the scope of these ten characteristics really involves everything that has to do with a community school, as far as our school is concerned."

Even though the school made efforts to implement all the characteristics, it was agreed by the leadership team and many other respondents that the school had emphasized some of the characteristics more than others. Of the ten characteristics, those that had been most emphasized by the school were "community related curriculum," "involvement of parents and other community members", "community use", and "interagency cooperation."

All the leaders perceived implementation of the characteristics as having enhanced teaching and learning in the school. One stated:

> It's enhanced learning in that our students are exposed to so many different things as compared to a school that didn't bring in all these special guest speakers, and didn't go on all the extra field trips. We go on more field trips than a regular school does because of the extra funding we have for community school.

However, one of the leaders recognized an area where the implementation could be seen as having somehow led to some hindrance. She argued:

> Sometimes the teachers here feel overwhelmed. They are involved in so many activities, and yet they are supposed to do their planning, marking, and to teach their classes. So at times they feel stressed-out. They thus feel that extra stress and pressure.

None of the leaders was directly involved in the development of the characteristics but all thought that those who were really had done a very good job. However, each of them felt that for the future, some input from them in reviewing the characteristics would be useful. Two of the leaders emphasized the point that it was not particularly their personal input that was necessary but that involvement of their respective associations be they principals, parents, coordinators, or advisory council, would be useful.

Implementing the characteristics had enhanced the teaching and learning process. One teacher said that "The main thing is cordial relationships with the parents who develop positive attitudes towards the school and so students hear better things about the school at home." Other teachers perceived the enhancement as being derived from the way learning became more concrete, and the first hand direct information students received from people who were directly involved in the application of the concepts being learned in school. One stated that "if we relate what we are teaching to the community, it becomes more concrete and children understand it better."

One teacher, however, thought that implementation of the community school characteristics could at times cause some problems and thus hinder teaching and learning, as "when you spend so much time getting the community resources that you begin to run out of time teaching the regular program. That's the biggest problem." In talking about the characteristics themselves, the teacher in showing concern about some of them, remarked:

> Some of them, I think, have to be more clearly defined. Although the people who put them together spent a great deal of time on them, I think some clear examples in their explanations would help a bit. Some of them also overlap; many of them do.

But no teacher wished to see any one of the characteristics dropped.

All the parent respondents perceived the characteristics as being useful to their school. As one parent noted: "I think they are great, especially in this day and age when so many parents are working and everything outside of academic isn't taught in the home. ... I think it's really good for the kids to become knowledgeable about their community.

Another said that:

> I think it has enhanced learning. I can't see at all where it has hindered the learning process. I think that when you get out and be involved in the community it's like a hands on situation, and it's more interesting to the kids than everything being done in the classroom.

To one parent, however, there was a fundamental concern relating to the role of the school:

> ... basically I think they [the characteristics] are good ... But I have some problems with getting away from the real purpose, or what I feel is the real purpose of the school. I think there has to be an even balance. I sometimes get frustrated because it seems the children are out of school participating in different activities more than they are in school. I have always felt that the most important part of an education is Reading, Writing, and Arithmetic; ... The children have to know what is going on in the community, especially at the Junior High level; and I know it' important part of their education. But I still feel that sometime too much time is spent out of the classroom.

Students appeared to like the implementation of the community school characteristics very much. The four areas they seemed to enjoy most were the field trips, the use of guest speakers, after school activities, and the opportunity given them to "teach" or help their fellow students in the teaching learning process. When the students were asked how they liked the use of guest speakers in the school, and whether they would like to see more or less of it, one student remarked: "I will like to see them come more often because it's nice to hear a different person's point of view rather than only your teacher's; and it's nice to take a break from the teachers too." Another said "I like the guest speakers, because they kind of give us break from the normal classes." Yet another stated "I think it's a good change from listening to the teacher all day. I find that I get more out of a guest speaker than I do listening to my teacher for so many hours in a day." Comments from many other students reflected the same point of view.

One community respondent stated:

> I think the activities help build up the children's character. By just going to classes, the kids will never build up their character; but it's other things that are related to the school. Like if you create a sense of community in the school you have a sense of community outside. It's very important for the school to continue with these activities because we know how important it is to keep the kids busy.

The respondents perceived that involvement of community people in various activities of the school such as volunteering time, attendance at special events, and participation in the evening courses and other activities made it possible for members of the community to meet one another within congenial social settings.

Another respondent argued that the existence of good community atmosphere, such as respect for the community, less crime and drug related activities, was "something which is promoted by the community school." It was felt also that because many of the residents of the community worked in the adjacent metropolitan center, a community school kindled closer association with the school because "it encourages involvement and participation by the people of the community."

One parent respondent's statement in reply to the question "What has been the impact resulting from the operation of the school as a community school on the community?" summed up the views of many others on this:

> It's awareness. Everybody in Suburban City knows that Sikammba is a community school. One of the first things somebody mentioned to me when I came here and knew that my children would be going to this school, before I was familiar with the school, was that I would be asked to participate. The operation of the school as a community school has set the framework for parent participation and involvement and this is known; nobody can say they do not know what is going on.

This parent concluded by saying: "I think this is good. I think all parents should be involved in their children's school; I think it's it's really important."

Another impact perceived by a parent was that by their children being involved in the implementation of the community school characteristics, the parents were made aware of what was in the community through their children bringing home the information from their school activities. As the parent concluded, "you can thus learn through your kids about what's out there."

Many negative results were anticipated for the school and the community, if the school were to stop operating as a community school. It was felt that many of the good programs and activities for the students that enhanced learning, such as the field trips and the use of guest speakers would have to be drastically reduced, because the teachers would not have the time and the funds to provide these. "When those students grow up and go out into the community, they are not going to be as aware and as in-tune as they are now," emphasized one respondent. One member of the leadership team stated: "I think as far as the community goes, we'll still certainly make them feel welcome in the school, but there wouldn't be that person to organize the volunteers, so they will be less involved in the actual operation of their school."

On the whole, therefore, for the school to stop operating as a community school was perceived to lead to detrimental effects on both the students and the community.

Characteristics, Factors Facilitating Operation, Problems and Complaints, and Future of the Sikammba Community School

Characteristics

One characteristic which was viewed by many of the respondents as being unique to the Sikammba community school as compared to other community schools within the Suburban City, was the Integrated Unit approach to the implementation of the community school characteristic of "community related curriculum." This approach involved the organization of the various school subjects around a specific topic, usually a topic of practical relevance to the students and the community, over a period of approximately one week. During that period, the students engaged in a variety of activities, including field or practical work, viewing of films, and use of guest speakers.

No other characteristics were thought to be specifically unique to the school, though many were seen to be characteristics which could be associated with the school. One of these was the open atmosphere within the school which made people feel very welcome and needed. This was seen as an important condition for the extensive involvement of parents and community members as volunteers in the many activities of the school. As one parent respondent described it,

> It's very open and friendly; and very relaxed. It's not the way I remember school. I remember that formal type of situation. Here even the teachers have more casual attitude, and look at you more as a peer, more or less. There isn't that division [between parents and teachers] as there was when I was growing up.

Another characteristic associated with the school was participatory decision making. This was also demonstrated in the various ways and means by which teachers, students, parents, and community people were involved in the school level decision making process, through such bodies as the Faculty Council, Students' Council, the PAC, the process towards the development of the school's Charter Yearbook, and the Class Level Integrated Unit Planning Committees.

Finally, another characteristic which was associated with the school was its dynamic nature. It was seen as a school which was always trying to reach for new things to meet the needs of its students and the community.

Factors Facilitating School Operation

Respondents of the study identified a number of factors which had facilitated the operation of their local community school. Among these, the one most frequently identified was the presence of the community school staff, namely, the community school coordinator, the community school curriculum coordinator, and the community school secretary. These were perceived as being the backbone to the operation of the community school. Without their presence, many felt the community school could not organize the many programs and activities that it did.

It was felt that without government grants, the school could not engage the services of the community school personnel, nor could it fund the other activities of the community school, such as field trips.

The third major factor identified was the positive attitudes of the school school administration and teaching staff, who supported the concept and philosophy, promoted them, and diligently cooperated so well in the implementation of the characteristics of community school. As one member of the school leadership team described the teachers, "... they are hardworking, they are very warm bunch of people who have very positive attitudes towards the concept." And one respondent said that "the people we have had in the administration, the present principal and the one before her, have all been the right people, very supportive of the community school philosophy." This positive attitude of the teaching staff was also confirmed by the questionnaire data. When the respondents were asked to rate the level of commitment of the school teaching staff to the community school concept, nine of the 15 respondents stated that the school teaching staff was either "highly committed" or "committed" with the remaining stating they were "moderately committed."

The fourth factor which was found to have been very crucial in implementing the characteristics was the willingness of the parents, community people, and community agencies to get involved in the education of the children.

Problems and Complaints

A problem which was more evident at the initial stages when the community school designation had been granted was the number of staff meetings, which according to one teacher, "got on everybody's nerves a lot because we were already doing a lot of things; and the additional number of meetings seemed like a terrible burden." A second problem was the amount of time required to put the annual Charter Yearbook together. But it was also pointed out that once the Charter had been put together, things were streamlined and more easily implemented.

Another problem was the amount of pressure on the teachers to do special things in their classrooms as a means of convincing the public that their money was being put to good use. A respondent stated:

> I think teachers feel a lot of pressure and stress to do special things in their classroom that are community related, because we are receiving special funding. They feel we have to prove that we're using this money properly; and they sometimes feel pressured to bring in resources when normally they wouldn't.

Additionally, pressure was created by the presence of parents and community people regularly in the school. As a respondent put it "We ... do have a lot of guests in our school at all times; so sometimes you feel pressure to be acting professionally hundred percent of the time..."

Also the public felt pressure in relating to the community school. One respondent described it as follows:

> I think parents are feeling obligated to become involved whether they like it or not; that is, if they want the program to continue, if they want a community school to continue. I think just knowing that adds stress to the parents who feel they have to become involved.

Two problems related to the use of the school facilities by community groups. The main one which had occasionally occurred was "with some community groups not treating the classroom facilities in the same way that the teachers want their classrooms looked after." The other problem related to the booking of the school facilities, such as when a school group would not find its name on the list of users though booking had been done.

Two other problems were perceived more as challenges by one member of the school leadership. These related to helping the teachers to understand the concept of community school, and helping parents accept responsibilities for decision making.

Complaints were few. The chairperson of the Board said, "... we haven't had complaints that this is a community school, and that it shouldn't be. It is just the opposite; parents in the attendance area very strongly see it very much as a benefit to them." One major complaint which was claimed by one parent respondent as a personal concern, and which a few other respondents claimed to have heard from isolated number of parents and teachers related to the outside activities the students engaged in. As one of the leaders explained:

> Some parents who have spoken to me feel that we are not sticking to an academic sort of education here. I have heard it said 'they don't need to go on all those field trips ... this is a very affluent neighborhood, and the parents can well afford to take them on their own trips ... The school is where I want them to be.' ... any people that I've heard that have had something against the community school, that would be it.

Other complaints which came from some teachers concerned the number of meetings, and the extra work required in the process of implementing the community school characteristics.

The Future of Sikammba Community School

In spite of the problems and some complaints related to the operation of the community school, all the 15 questionnaire respondents would like to see it continue. Most of the reasons given in support of the continuing operation of the community school are reflected in statements made by the respondents, some of which are quoted verbatim below:

> Encouraging students, parents, teachers, and community members to work cooperatively together is a plus for education and lifelong learning.
>
> It brings the skills of people in the community into the classroom and that is very beneficial to students.
>
> ... it brings the people of the community together and also uses the facility to the maximum.
>
> It fosters good relationships between the community as a whole and the school--this is received by the students and brings about a positive attitude.
>
> Teaches children that they are a part of the community; [and] encourages civic duty.

As can be seen from the above, the respondents were particularly interested in seeing the cooperative relationships between the school and the community which were promoted by the implementation of the community school characteristics to be maintained.

The majority of the respondents wished to see the continued operation of the community school, and they believed that it would continue. This optimistic view was based on commitment and dedication of the people who could keep it going even without any funding. One parent respondent stated:

> I think the program will survive with or without funding, because the parents in this community are interested in their children's education. It might not be as good as it has been in the past, because they might not have the people to organize it like they would normally do, but I cannot see it stopping altogether.

Considering the commitment of the teachers and desire of the parents and the teachers for the community school, a member of the school leadership team, said:

> I think they are going to cut the funding eventually to zero, so that we don't have a curriculum coordinator, a community school coordinator, and our community school secretarial time. And what is going to happen in our school is that because we still feel the need for community education, we are just going to put more of a burden on the classroom teachers to help maintain that.

And a teacher said: "... whether they withdraw the funds or not, the ideas that have been generated within the school will continue. I can see the people doing the cooperative kinds of things, as long as the staff remains." A threat to the implementation of the concept would emerge if many of the staff were replaced with new teachers who did not have a commitment to the concept.

The optimism was based also on the belief that the government would not cut the funding off completely because of the political nature of the issues surrounding the community schools. One member of the school leadership team remarked:

> I see the status quo remaining; and just keeping on struggling to keep people understand that we are different in the way we approach lessons and kids, and community members, even in the face of the cutbacks. I am a believer that they won't take the other 50 percent [of the funding] away. It's too political an issue.

A few, however, saw a very bleak future for the community school. This was exemplified by a statement of one teacher who, when asked about the future of the school remarked, "Dismal, at this point, from my experience. I can't see a bright future once the budget goes, although the philosophy may remain intact."

In January 1988, the provincial government announced a two percent increase in the 1988-89 education budget,[155] which resulted in a similar increase in the special grants to the community schools. If this is any indication of what is to come, then the hope that the community school funding may not be cut any further could materialize.

The Budgetary Cutback and the Sikammba Community School

Impact

At the time of the study (November 1987) the budgetary cutback had been in effect for just over two months. Already the school had taken some actions as a means of adjusting to the situation. However, it appeared that the impact had not really begun to be felt much at the classroom level at the time. As one member of the leadership team pointed out, "... there is nothing the children have seen yet from the cutbacks." The impact at the classroom level was expected to be felt as the year progressed and at the times when the various activities would take place.

The immediate impact of the budgetary cutback was evident in three main areas, namely, personnel, programs, and materials. The greatest result of the cutback had been reduction in hours devoted to community education activities by the three community school personnel,[156] that is, the community school coordinator, community school curriculum coordinator, and the community school secretary. A questionnaire was sent out to the teachers, by the school leadership team, asking the teachers for their views in terms of what they would like to see done in the face of the cutback. The teachers expressed desire for a helper with arrangement for their field trips, guest speakers, and the Integrated Units; and this provided the basis for the assignment of hours to the three community school personnel. Since many of the areas for which help was asked for by the teachers fell to the curriculum coordinator's role, it was decided to give this position as much time as possible. Thus the position was reduced only slightly from 0.5 FTE (full time equivalence) to 0.47.

The position of the community school coordinator which had been almost full time (i.e. 0.7 FTE, constituting five of the six periods a day) was reduced to four hours a day. Prior to the cutback, the community school coordinator position was filled by a professional teacher. Following the cutback, it was decided that a non-professional would fill the position.[157]

Prior to the cutback, the community school secretary worked seven hours a day; but following the cutback, her position was reduced to three hours a day. The services of the school secretary who worked one hour per day, typing for the community school office were discontinued.

These reductions in hours had increased the workload of the principal and the community school staff. For example, the principal had to take on more responsibilities in terms of public relations functions of the school, activities which were formerly undertaken by the community school coordinator. One of the respondents pointed out that some "programs were late starting because the community school coordinator was working fewer hours, and therefore couldn't get people organized as fast as she probably would have."

In an attempt to reduce some of the pressure of workload following the drastic cuts in hours, the school resorted to greater use of volunteers.[158] Thus parent volunteers often came to help with the secretarial activities in the school office. The use of such volunteers was also seen by one community respondent to be, perhaps, the desirable option open to the school. He said, "I think in a community like Suburban City where there are a lot of people who are ready to volunteer their services, when there is a cutback, then it is time to go and look for people's help." This respondent argued that:

> I think we had a fat budget at one time so we were kind of going out and spending a little bit more than we should have. Now there is a radical cut, and it's going to affect that part of spending. We may get to a perfect balance where the budget would be what it should be for our school.

The budgetary cutback resulted in a reduction in the number of field trips that the students could undertake, a reduction in the number of certain professional Arts performances which were brought to the school as part of the Integrated Units or to enrich the regular school curriculum, and a reduction in number of guest speakers. For example, funds for extra busing for community school field trips had been cut drastically and thereby affected the number of field trips that could be undertaken within a year.[159] The reduction in the number of the Arts performances was also seen as unfortunate, because as one member of the leadership team pointed out, though Sikammba was a well-to-do community, "parents are busy and they don't always take their kids to see a real live play." The reduction in the number of field trips, Arts performances, and in the number of guest speakers appeared to have been the greatest impact on teachers.

A limitation was also imposed on teachers in the use of certain materials for the preparation of handouts to students and in the amount of money allotted to the publishing of the School Newsletter.

Other Possible Sources of Funds

There was consensus among the interviewees that there was no viable source of funds which could be tapped by the school to fund the community education aspect, apart from the government. The business community would not see such funding as its responsibility. Similarly, the chairperson of the City Council stated that he could not foresee the Council becoming a source of funding for the community school, since education was the responsibility of a separate agency. One of the school leaders pointed out that "until somebody helps the business community, the parents, and so on, to understand that community education is part and parcel of the responsibility of the total community, ... I think there will be no funding from other sources."

Though fundraising ventures by the school to raise money was seen as a possible source of funding, it was argued that this would not be desirable. For, as one respondent put it, the school's "prime purpose should be education of kids and community, and shouldn't worry about fundraising."

As pointed out by one member of the leadership team, going to the parents by charging their children for attending certain activities would not work because, "they already pay taxes, and they already pay textbook fees; ... parents would not support that, and they are also against raising of their taxes." All the respondents supported the view that the major source of funding for the community education program should be the provincial government. As one parent respondent strongly argued,

> I don't think that it [community school funding] should come from other sources. The government took on the responsibility of educating the children, and they should do what they took on to do. If they can't do it, then they should get out of the business.... a lot of our taxes go to support education. I don't begrudge that money going for education ... I think there are other things that a government could do to save money; and they should not save it on education. In fact, I disagree with any cuts in education, whether it is community school cuts or regular school. I think the government should examine its priorities; and I think our children should be at the top of our priorities.

Many of the respondents made statements which reflected the same line of thought.

Finally, there was also the argument that the whole community school project in the province was an initiative from the government, and that it was therefore wrong for the government to pull out after the concept had developed to the present stage.

Suggested School Response to the Budgetary Cutback

The 15 questionnaire respondents were given the opportunity to suggest what action should be taken by the Sikammba community school in response to the budgetary cutback imposed by the government. Ten courses of action, ranging from total elimination of some programs to political action to force the government to reinstate funding, were listed from which the respondents could check as many as applied to them. In addition, they were given space to suggest any additional course of action.

Of the 10 listed courses of action, only one was checked by more than six of the 15 respondents. The item which was in fact checked by nine of the respondents was that "the school should organize members of the community to put pressure on the government to increase funding to the community schools," the only political course of action among the ten listed courses of action. However, the majority of the respondents did not think that the decision to cut funding to the community school was a political one. As one teacher argued, "the community school idea was originally a Progressive Conservative initiative, by Dave King [then Minister of Education]," and this was the same government that had introduced the cutback. When the respondents were asked to indicate the extent of their agreement or disagreement to the statement "the decision to cut funding for community schools by as much as fifty percent by the provincial government was a political, rather than an economic one," only five "strongly agreed" or "agreed." Five were "uncertain" while one did not check any response. The remaining either "disagreed" or "strongly disagreed." These indicate that even some of those who were uncertain or disagreed with the argument that the decision was political might had opted for the political action.

Another course of action, checked by six respondents was for the school to "decrease the community oriented activities and services undertaken by the school students in course of learning." An item, checked by five respondents, applied to non-regular programs and activities for adults and pre-schoolers which were operated mainly by other community agencies using the school facilities.

One respondent suggested that the school "maintain the philosophy of participative decision making, a no cost item; and reconsider only those services/items with a cost associated with them."

Summary and Conclusions

Summary

Twenty-two individuals, 20 adults and two students, plus one group of Grade F class served as respondents for the study at Sikammba community school. The adult respondents included the chairperson of the city council, chairperson of the school board, school administrative personnel, teachers, school support staff, and community people. In addition to all respondents being interviewed, 15 of the individual respondents also filled out questionnaires. Additional data were derived from study of school documents and records, and on-site observations.

An elementary-junior high school with a staff of 27, the Sikammba community school at the time of the study had a student population of over 500. The school became a designated community school in 1981. The principal, teachers, and parents of the regular school students were perceived as those who most influenced the decision to seek a community school status.

The three most frequently identified reasons for the decision to seek a community school status were "so that the school and the community could be brought closer together in their relationships," "so that learning in the regular school program could be made more relevant to the student," and "so that the regular school program could be more oriented to community needs."

Sikammba, a community within a suburb city with a relatively large population, is located about 20 kilometers from a metropolitan center. The suburb has many organizations and agencies which interact with the community school, and which also provide many social services to the people of the community. In 1986, Sikammba community had a population of over 7,000 which was predominantly Caucasian. The community has a youthful population with 85 percent of it being under the age of 45 years. Over the years the community has received most of its movers from the metropolitan center and very few New Canadians. Housing is mostly owner occupied and single family detached units.

The labor force of the community consists largely of professionals and clerical people. The majority of the labor force is employed in the metropolitan center. This upper middle class community with many dual career families, is seen as one of the very well-to-do communities in the province.

The politically conscious community had a higher voter turnout than either that of the city or the province in the last provincial elections. The political consciousness was also demonstrated by the actions taken by a number of community people following the government announcement of the budgetary cutbacks against the community schools. Both the community and the school appeared to be in the mainstream of technological changes.

In the day to day operation of the school, Sikammba community school has regular interactions with the school board, the city's Community Services Department, the city's Chamber of Commerce, and the local Further Education Council.

The two main bodies at the institutional level that gave legitimation to the operation of the school were the provincial Legislative Assembly at the provincial level and the school board at the local level. The school board did not have any policy on community schools, but demonstrated its support for the concept and the implementation of the ten characteristics.

The mediation aspect of the managerial level consisted of the Parent Advisory Council (PAC), an Ad hoc Process for Preparation of the school's Charter Yearbook, the principal, community school coordinator, the community school curriculum coordinator, and chairperson of the PAC. The community school received approximately 70 percent of its funding from the provincial government through the IDCSC with the remaining 30 percent from the school board. The imposition of the 50 percent budgetary cutback resulted in the loss of half of its grant from the government, but it continued to receive the school board's share of funding.

The school's philosophy incorporated a conscious orientation of the school to the community. The school operated from September to the end of July. The times and days of operation facilitated the implementation of the community school characteristic of "community use."

The Faculty Council and the Student Union promoted the implementation of the community school characteristic of "collegiality" and involvement in decision making in the school. The school was perceived as emphasizing the involvement of parents more than that of any other community groups in the school level decision making process.

Many of the community school characteristics were achieved through the Integrated Unit of study, during which period studies in all subjects of the school were related to the theme. Field trips, guest speakers, films, and drama presentations were the main methods used in the Integrated Units of study. Other programs involving students concerned senior citizens, students teaching students, student support team, positive peer group, outdoor education, clean-up programs, and babysitting service. Programs offered after school hours included sports and games, clubs, and special courses.

The school also organized social events which brought members of the community together thereby fostering a "sense of community," a characteristic of community school. Other activities included publication ventures, communiteers, and membership of the school on community organizations and agencies such as the Chamber of Commerce and the local Further Education Council. Though the school attempted to implement all the community school characteristics, those which were most emphasized were "community related curriculum," involvement of parents and community people," "community use," and "interagency cooperation."

The community school characteristics were found to be useful by the chairperson of the school board, the school leadership, teachers, parents, students and others. Their implementation was perceived to have enhanced learning and developed a sense of responsibility among students, led to community awareness of the school, and brought the community together.

One characteristic which was generally perceived as being unique to the Sikammba community school was the Integrated Units of study approach to the implementation of many of the characteristics of community school. Other associated characteristics included the open school atmosphere, the participatory decision making process used in the school, and the dynamism of the school.

Factors which were identified as having facilitated the operation of the school were the presence of community school staff, funding, the attitudes of administration and staff, and the willingness of the parents, community people and community agencies to get involved in the education of the children.

Among the problems and complaints mentioned by few respondents were pressure on teachers to organize special activities, pressure on parents to get involved in the affairs of the school, and the feeling among some parents and teachers that the students engaged in too many outside activities.

All the 15 questionnaire respondents wanted to see the school continue to operate as a community school. In addition, most of them had a very optimistic view that it would continue to operate as a community school, with or without funding.

The major impact on the school resulting from the 50 percent budgetary cutback imposed by the government was a reduction in hours of community school staff, elimination of secretarial service, and drastic reduction in funding for field trips, arts presentations, and guest speakers. The view was strongly expressed that the major source of funding for the community school should continue to be the provincial government, as it had initiated the community school project.

Conclusions

From the unsuccessful attempt at implementing the community school advisory body at Sikammba in line with what the literature and the IDCSC suggest, it could be concluded that the ideal community school advisory body may not be appropriate for all schools.

In a suburban environment with many agencies and organizations offering many programs and services, it was more difficult for the community school to become visible. However, this also made it possible for the staff to implement innovative ideas as was the case with the development of the Integrated Units. But this could result in the teachers feeling the pressure to innovate. The existence of a large pool of people with expertise in many areas and of other relevant physical resources in the suburban community more easily facilitated their utilization to enrich the school curriculum.

From Sikammba's experience, it could be concluded that the community school can be a major vehicle for developing a sense of community in a suburban community. The community school thus can have a place in a relatively well-to-do neighborhood. This was also supported at Sikammba by all questionnaire respondents suggesting that the school should continue to operate as a community school.

Perception of school funding as a responsibility of a separate agency reduced the chances of the school deriving community school funding from other sources. Without government funding, given the commitment of the staff, the non-cost aspects of the community school concept would continue to exist in the school, but cost oriented programs and activities would likely be substantially reduced or eliminated.

Footnotes to Chapter 8

1. Sikammba Community School 1985-86 Charter Yearbook, 1985, p.12.

2. Ibid., p. 19.

3. Sikammba Community School *Student-Parent Handbook*, 1987-88, p. 1.3.

4. Information from the Curriculum Coordinator provided in the "*Instrument for Gathering Data from School Records.*"

5. Sikammba Community School *Extra-Curricular and Co-Curricular Activities, 1987-88* Sheet.

6. Sikammba Community School 1985-86 Charter Yearbook, 1985, p.2.

7. Ibid., p. 3.

8. Statistics Canada 1981 National Census Report, July 1983.

9. Suburban City Planning and Development Services City of Suburban Census 1987, Preliminary Data Sheet.

10. Ibid.

11. Suburban City Planning and Development Services City of Suburban Census 1985, c. 1986, p. 24.

12. Suburban City Planning and Development Services *Pamphlet*, c. 1986, p. 2.

13. Suburban City Planning and Development Services City of Suburban Census 1985, c. 1986, p. 25.

14. Suburban City Planning and Development Services *Pamphlet*, c. 1986, p. 2.

15. Statistics Canada 1986 National Census Report, January 1988.

16. Suburban City Planning and Development Services City of Suburban Census 1985, c. 1986, p.33.

17. Ibid.

18. Derived from Suburban City Planning and Development Services City of Suburban Census 1985, c. 1986, pp. 21, 37.

19. Derived from Suburban City Planning and Development Services City of Suburban Census 1985, c. 1986, p. 37.

20. Suburban City Planning and Development Services City of Suburban Census 1985, c. 1986, p. 56.

21. Ibid., p. 86.

22. Statistics Canada 1981 National Census Report, July 1983.

23. Ibid.

24. Suburban City Planning and Development Services *Pamphlet*, c. 1986, p. 2.

25. Statistics Canada 1981 National Census Report, July 1983.

26. Ibid.

27. The Province of Alberta The Report of the Chief Electoral Officer on the General Election of the Twenty-First Legislative Assembly, 1986.

28. Sikammba Community School *Newsletter*, #12, November 27, 1986, p. 1.

29. Ibid., #10, November 7, 1986, p. 2.

30. Sikammba Community School 1985-86 Charter Yearbook, 1985, pp. 136, 139.

31. Sikammba Community School 1986-87 Charter Yearbook (Revised), 1987, p. 4.5.

32. Suburban City Planning and Development Services *Pamphlet*, c. 1986, p. 2.

33. Statistics Canada 1981 National Census Report, July 1983.

34. Sikammba Community School 1985-86 Charter Yearbook, 1985, p. 126.

35. Sikammba Community School 1986-87 Charter Yearbook (Revised), 1987, p. 1.11.

36. Ibid. p. 4.5.

37. Sikammba Community School 1985-86 Charter Yearbook, 1985, Appendix 4.

38. Ibid., p. 129.

39. Sikammba Community School 1986-87 Charter Yearbook (Revised), 1987, p. 1.4.

40. Sikammba Community School *Student-Parent Handbook*, 1987-88, p. 3.1.

41. Ibid.

42 Sikammba Community School 1986-87 Charter Yearbook (Revised), 1987, p. 1.4.

43. Ibid., pp. 1.2, 1.15.

44. Sikammba Community School 1985-86 Charter Yearbook, 1985, p. 38.

45. Sikammba Community School *Minutes of PAC Meeting*, November 3, 1986.

46. Sikammba Community School *Newsletter*, #3, September 19, 1986, p. 1.

47. Ibid., #4, September 26, 1986, p. 1.

48. Ibid., #8, October 24, 1986, p.1.

49. Ibid., #5, October 9, 1987, p. 2.

50. Sikammba Community School 1985-86 Charter Yearbook, 1985, p. 109.

51. Ibid., p. 112.

52. Sikammba Community School 1986-87 Charter Yearbook (Revised), 1987, p. 8.8.

53. Ibid., p. 1.5.

54. Sikammba Community School 1985-86 Charter Yearbook, 1985, p. 130.

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56. Sikammba Community School *Newsletter*, #8, October 30, 1987, p. 1.

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58. Sikammba Community School *Minutes of PAC Meeting*, April 11, 1988.

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63 Sikammba Community School 1986-87 Charter Yearbook. (Revised), 1987, p. 1.8

64. Ibid., p. 1.7.

65. Sikammba Community School Newsletter, #5, October 9, 1987, p.1.

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67. Sikammba Community School 1986-87 Charter Yearbook (Revised), 1987, p. 1.5.

68. Sikammba Community School 1985-86 Charter Yearbook, 1985, p. 130.

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70. Sikammba Community School 1986-87 Charter Yearbook (Revised), 1987, p. 4.5.

71. Sikammba Community School 1985-86 Charter Yearbook, 1985, Appendix 2.

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73. Sikammba Community School *Sikammba Chronicle*, May 1987, p. 4.

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78. Memo from Principal to Staff, April 1985--Enclosure.

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99. Sikammba Community School 1986-87 Charter Yearbook (Revised), 1987, p. 4.4.

100. Sikammba Community School *Newsletter*, #5, October 9, 1987, p.2.

101. Ibid., #8, October 30, 1987, p.2.

102. Ibid., #10, November 13, 1987, p.2.

103. Ibid., #14, December 6, 1985, p.1.

104. Sikammba Community School *Bulletin*, Vol. 4, #8, May 2, 1988, p.3.

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109. Sikammba Community School *Newsletter*, #9, November 5, 1987, p. 1.

110. Ibid., #9, October 31, 1985, p. 2.

111. Ibid., #11, November 14, 1986, p.2.

112. Ibid., #10, November 13, 1987, p.2.

113. Sikammba Community School *Minutes of Meeting between the Administration, Community School Co-ordinator, and the Community School Curriculum Coordinator*, October 31, 1986.

114. Ibid., November 10, 1986.

115. Sikammba Community School *Minutes of Staff Meeting*, February 6, 1985.

116. Sikammba Community School *Newsletter*, #6, October 10, 1986, p.1.

117. Ibid., #8, October 30, 1987, p.1.

118. Ibid., #2, November 2, 1987, p.2.

119. Ibid., #34, May 27, 1988, p.1.

120. Sikammba Community School *Bulletin*, Vol. 4, #8, May 2, 1988, p.3.

121. Sikammba Community School Newsletter, #12, November 26, 1987, p.1.

122. Sikammba Community School *Minutes of Meeting between the Administration, Community School Coordinator, and the Community School Curriculum Coordinator*, November 27, 1986.

123. Sikammba Community School *Newsletter*, #14, December 6, 1985, p.1.

124. Ibid., #4, September 26, 1986, p.1.

125. Sikammba Community School *Bulletin*, Vol. 1, #6, May 1, 1985, p.2.

126. Ibid., Vol. 1, #7, June 1, 1985, p. 1.

127. Sikammba Community School *Newsletter*, #26, March 13, 1986, p.1.

128. Sikammba Community School *Student-Parent Handbook*, 1987-88, p. 5.26.

129. Sikammba Community School *Newsletter*, #2, September 18, 1987, p.1.

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138. Sikammba Community School *Newsletter*, #9, October 31, 1986, p.2.

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141. Sikammba Community School 1985-86 Charter Yearbook, 1985, p. 94, Appendix 4.

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149. Sikammba Community School Newsletter, #15, December 12, 1986, p.1.

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Chapter 9

COMPARATIVE ANALYSIS OF THE THREE COMMUNITY SCHOOLS

In this chapter, a comparative review of the three schools is done in an attempt to draw any inferences relating to similarities and differences in the nature of the communities, and in practices and characteristics of the schools. The first three sections present the profiles of the schools, brief descriptions of the environmental conditions, and the programs/activities within the hierarchical levels of the school organizations (Parsons, 1967). The next three sections examine the usefulness of the established community school characteristics to the schools; characteristics, factors facilitating operation, problems and complaints, and the future of the schools; and the budgetary cutback and the schools. Presentation in each section is divided into two, namely, comparative description of the settings and analysis. The final section presents the summary and conclusions.

General Profiles of the Schools

Comparative Settings

The three schools presented three very different profiles. The inner city school was an old elementary school with a student population of over 200, made up of three major ethnic groups of Native Canadians, Asians, and Caucasians, plus a small proportion of other racial groups. The rural school was a Grade K to 12 school with a student enrollment of over 600 consisting of Native Canadians and Caucasians of various ethnic backgrounds. The suburban school, an elementary-junior high school, had an enrollment of over 500, mostly of Caucasian descent.

All the three schools became designated community schools in 1981. The respondents of each of the schools perceived the principal to have had the greatest influence on acquiring community school status. Next, teachers were noted as having had considerable influence, except that in the rural school the school board and county council were noted by a majority of the respondents as having had greater influence than the teachers.

For the inner city and the suburban schools, the one reason most frequently cited for seeking community school status was "that the school and the community could be brought closer together in their relationships." On the other hand, for the rural school, the most frequently cited reason was to enable community members to use the school facilities for educational, recreational, cultural and other social purposes.

The reason least frequently identified for the inner city and rural schools was "that regular school students could perform some services for the community aimed at improving community living." For the suburban school, the least frequently identified reason was "that the school could develop additional programs/activities to meet the needs of adults, preschoolers, and school-age children after school hours."

Analysis

It appears that the isolation of the school from the community--a more prevalent condition in urban centers than in rural communities--may be fundamental to the reason for seeking community school status for the inner city and the suburban schools. In contrast, the limited facilities in rural areas for educational, recreational, cultural, and other social pursuits made the school the most attractive avenue through which the rural community people could enjoy these pursuits, and was basic to the reason for seeking community school status.

The least frequently mentioned reason for the suburban school is also consistent with the fact that in the suburban area, there were many agencies and organizations offering programs and activities for people, making it somewhat redundant for the school to pursue the same.

It could also be argued that the inner city and the rural environments had some rather more pressing needs that the school was expected to help meet, hence service by students was a lower priority. This could thus explain why the performance of services by the regular school students was the least frequently identified reason for the inner city and rural schools for seeking community school status.

Environmental Conditions

Comparative Settings

The inner city community school was located in a relatively poor neighborhood with many ethnic groups, including Caucasians, Native Canadians and Asians. The neighborhood, close to the city's business district, was characterized by high unemployment, low incomes, low levels of education, high crime rates, poor housing, transient population, high proportions of immigrants, single parents, and senior citizens.

The rural community school was located in a rural setting where, apart from two Native communities which were relatively large, most of the community centers were very small and located far apart from one another. The communities had very few social agencies, organizations, and facilities.

In contrast, the suburban community school was located in a very well-to-do neighborhood with a large Caucasian population, and which had many professional people most of whom worked in a nearby metropolitan center. In many homes in the community, both parents had full time jobs.

Analysis

The three different sets of environments presented the schools with different sets of problems and needs, which the schools had to consider in implementing the community school characteristics. Hence in the inner city school, the school's administrative structures, programs, and activities had to take into consideration the nature of the population which might not have very positive attitudes towards education, had language problems, was multicultural in nature, and in which many people were poor.

The community school in the rural area served people of the district most of whom were farmers, and located wide apart from one another. It represented a major social center in an attempt to bring the people together. Such was found by Prout (1977a) to be the case with rural community schools in other parts of Canada. The suburban community school, on the other hand, was in a unique position to take advantage of the rich human resource in the community and to contribute towards meeting needs such as those created by a large proportion of dual career families.

Institutional Level

Comparative Settings

Of the three school boards involved in the study, two operated school districts. One of these was in the metropolitan center, and the other in the suburban city. The third operated as a board under a county council. The chairpersons of all the three school boards indicated that their boards supported the concept of community school, and further supported the particular schools involved in the study in the implementation of the established community school characteristics; but only the board in the metropolitan center in which was located the inner city school had a policy on community schools. However, this was also the only board which did not contribute its 30 percent share of the community school funding. The county board's support for the community school was also amply demonstrated by its decision to fully fund the rural community school in the first year following the 50 percent budgetary cutback.

The commitment of at least one board to the concept was not demonstrated at the time of hiring the principal of one of the schools involved in this study. The principal in question expressed surprise at the fact that at the time of being interviewed for principalship of the community school, not even one question was raised about community schools, neither was there even an inquiry about the principal's own commitment to the concept.

Of the three school boards whose schools were studied, only the board of the rural community school was directly involved in the school level decision making process by having the chairperson of the board serve as a member of the Community School Advisory Committee (CSAC). By so doing, substantial amount of decision making powers were left in the hands of the CSAC. The other two boards had the same level of influence and control over the community schools as on their other schools, whether these were community schools or not, but the chairpersons of both boards indicated that there was little direct board control or influence on all schools under their jurisdiction.

Analysis

Prout (1977a:23) pointed out that "efforts to establish [community school] programs will be enhanced if school boards consider community schools as a priority." One means by which this support could be made evident is through a well established board policy statement on community schools, directed at encouraging the promotion of community schools and ensuring funding for such schools. Thus though the board of the inner city school had a policy supporting such schools, the absence of financial backing for such schools made the policy somewhat ineffective.

Support also can be demonstrated through consistent financial assistance by the board, as was done by the rural school board in the study. However, such financial support could be easily withdrawn following changes in membership on the board, if a well defined supportive policy statement on community schools does not exist. It thus seems important that a school board which operates community schools needs to have a well defined policy on community schools.

Involvement of the rural board through the membership of the chairperson on the rural school's advisory committee seems to have promoted communication between the board and the school and hence better understanding of the operation, problems, and needs of the school by the board. This appears to have promoted a very positive attitude by the board towards the operation of the school as a community school. Such involvement by the board at the school level would, therefore, seem to be a desirable practice for other boards.

If community schools are consciously to implement the established community school characteristics, it seems important that principals appointed to such schools be truly committed to the concept of community school. It thus seems surprising that a board which claimed to support community schools would not inquire about the commitment of a prospective principal to the school. The principal's remark is also, in fact, contrary to the expressed views of superintendents of school boards in the province to the office of the IDCSC that they do consider the commitment of the principal to the concept when making appointment to community schools.

Managerial Level

Comparative Settings

Administrative Structures/Bodies for Mediation

Each of the three schools studied had different administrative structures for the purposes of ensuring interaction with, and input from the community. The rural community school had an advisory committee with membership from all sectors of the community, including parents, non-parents, and agency/organization representatives, plus school personnel and, until the 1987-88 academic year, also students. Different reasons were given for the absence of students on the body, including lack of interest shown by students, and the negative influence of some teachers on the students. The inner city community school had a parent advisory committee, in addition to a separate community groups council on which were representatives of different agencies and organizations operating in the inner city. The suburban community school had only a parent advisory council.

The inner city and the suburban schools also had community related curriculum committees whose functions and membership ensured interaction with, and input from the community. All the three schools, however, had ad hoc processes for the development of their Charter Yearbooks which ensured community input into the determination of goals and activities for the schools.

Administrative Personnel (Mediation)

In the inner city and the rural schools the principal and a community school coordinator were the two in-school people who served as "boundary personnel" for community education. In the suburban school, there was also a third person, the community school curriculum coordinator, though there was no community school coordinator at post at the time of the study.

All the three principals saw public relations as having great emphasis and importance for their roles in the community schools. However, the principal of the rural community school, in addition, saw community leadership as a major responsibility in his role. Promotion of shared decision making and making community people feel welcomed in the school were also perceived as major functions by the inner city principal.

The role of community school coordinator in both the inner city and the rural community schools was performed by non-educator community members. This practice was perceived as an advantage since members of the community identified with such people, and thus more readily accepted the characteristics of "everyone a teacher" and "everyone a learner," and enhanced community members' involvement as teachers and learners in the school. The functions of the community school coordinator in the two schools were similar in ensuring communication with, and input from the community, and facilitating the implementation of the "community related curriculum" characteristic. However, the coordinator in the rural school had the additional function of organizing and implementing further education programs and/or courses.

In the suburban school, both the community school coordinator and the community school curriculum coordinator were professional teachers. The community school coordinator promoted communication with, and input from the community; while the curriculum coordinator facilitated the implementation of the "community related curriculum" characteristic. At the time of the study when there was no community school coordinator, the curriculum coordinator helped the community school secretary to perform the community school coordinator functions. Following the budgetary cutback, however, the role of community school coordinator was to be given to a non-professional. In all the three schools, the chairpersons of the advisory bodies also served to ensure interactions between the school and the community.

Through the above means, the schools implemented the community school characteristics of "involvement of parents and other community members," "collegiality," and "interagency cooperation."

Procurement of Financial Resources

All the schools derived their major source of funding from the provincial government. Only the rural school received full funding from its Board following the 50 percent budgetary cutback. All the schools also undertook their own fund raising activities which brought in some limited amounts of money. However, the inner city community school also received extra funding from city and local community businesses, social organizations, and another government agency for some of its programs and activities.

Internal Management

The statements of philosophy of the rural and suburban schools reflected the principles of community education. Even though such principles were not so clearly outlined in the philosophy of the inner city school, statements in other school documents and practices reflected these. All the three schools demonstrated "open door" attitudes which ensured a friendly and pleasant school atmosphere, and encouraged accessibility to the school at all times to members of the community. However, only the rural community school had a formally written open door policy and communicated same to members of the community.

Only the suburban community school opened its doors before 8:00 in the morning; but all the three schools were kept open until at least 10:00 p.m. during the weekdays. Even though all the three schools were also opened on the weekends, only the rural school had activities which often extended beyond midnight.

During the one to two years prior to the 1987-88 academic year, all the three schools operated fully from September to end of June. Beyond June, only the inner city school was fully open for various community programs and activities until the first week in August. The rural community school was open only on the weekends from the end of June until the end of July; while the suburban school was open from the end of June to end of July for use as booked by community groups.

Community Involvement

All the schools emphasized the involvement of community groups in the various decision making areas of the schools' operation as a means of implementing the community school characteristics of "involvement of parents and other community members," and "interagency cooperation." Table 27, indicates the emphasis perceived by the respondents to have been put by the different schools on the involvement of various groups in *administrative bodies and committees of the schools* .

In analyzing the levels of emphases, only the Means were considered because of the fact that in each school, the respondents of the study constituted the population, and hence the use of inferential statistics to determine statistical significance was not useful. This approach has also been used by Gunn (1984:133) in analyzing levels of satisfaction of groups of high school principals in rural, town, and city settings. For the purpose of this analysis, a difference in Mean of 0.5 or above on the scale of 1 to 5 used in the study was considered as substantial.

It must be noted that in reading Tables 27, 28 and 29, the size of 'N' was not only different for each school, but was different for each Mean score. The sizes of the 'Ns' and the Standard Deviation for each Mean score in these three Tables are contained in the relevant detailed Tables and the Appendix of the appropriate chapter for each case.

Table 27 shows that while the rural community school emphasized the involvement

Table 27

Perceived Emphasis Put on Involvement of Selected Groups in School Administrative Bodies and Committees by the Three Community Schools

GROUPS	PERCEIVED EMPHASIS 5=Very Strong 4=Strong 3=Moderate 2=Little 1=None MEANS OF SCHOOLS		
	Inner City	Rural	Suburban
Parents of Regular School Students	3.1	3.3	3.2
Other Community Members	2.7	3.4	2.2
Community Agencies/Organizations	2.5	3.6	2.0
School Support Staff	3.1	3.4	2.3
School Volunteer Staff	2.7	3.1	2.5
Regular School Students	2.1	2.3	2.8
Instructors of Non-regular School Activities	2.0	2.8	2.2
Adult Students/Clients	2.0	2.7	1.6

of community agencies and organizations in administrative committees and bodies most, the other two schools emphasized the involvement of parents of regular school students most, with the inner city school equally emphasizing the involvement of the school support staff. But the levels of emphasis these two schools and the rural school put on the involvement of the parents in this aspect of the schools' decision making were about the same.

Except for regular students, the rural school put greater emphasis on involvement of each of the different groups in the administrative committees and bodies of the school than either of the other two schools; and for several groups, the differences in emphases were substantial.

Table 28 shows the perceived emphasis the schools put on the involvement of the various groups in decisions relating to *non-regular school programs and activities,* which vary among the schools. The inner city school put its greatest emphasis on involvement by parents, the rural school on involvement by instructors of the non-regular school programs and activities, while the suburban school put its greatest emphasis on involvement by community agencies and organizations. The rural school also was perceived to have put greater emphasis on the involvement by each of the various groups, than either of the other two schools, namely, inner city and suburban. In most cases, the differences in emphases were substantial.

Table 29 shows the perceived emphasis each of the three schools put on the involvement of the different groups in decisions relating to *implementation of subjects and courses to be taught in the regular school program* . Each of the three schools most emphasized the involvement of parents of regular school students in this area of school level decision making, though the rural school also equally emphasized the involvement of school support staff and regular school students. Of the three schools, the rural school put the least emphasis, while the suburban school put the greatest emphasis on parental

Table 28

Perceived Emphasis Put on Involvement of Selected Groups in Decisions relating to Non-regular School Programs and Activities by the Three Community Schools

GROUPS	PERCEIVED EMPHASIS 5=Very Strong 4=Strong 3=Moderate 2=Little 1=None		
	MEANS OF SCHOOLS		
	Inner City	Rural	Suburban
Parents of Regular School Students	3.1	3.6	2.4
Other Community Members	2.7	3.4	2.1
Community Agencies/Organizations	2.7	3.3	2.9
School Support Staff	2.7	3.5	2.1
School Volunteer Staff	2.6	2.7	2.1
Regular School Students	2.5	2.6	2.2
Instructors of Non-regular School Activities	2.9	3.8	2.3
Adult Students/Clients	2.7	3.7	2.8

involvement. The difference between the emphasis of the rural school and each of the other two schools on parental involvement was substantial.

Even though perceived emphasis on involvement of many of the groups in decisions relating to implementation of programs and courses in the regular school program by each of the schools was viewed as little, most of the respondents in each school

Table 29

Perceived Emphasis Put on Involvement of Selected Groups in Decisions relating to Implementation of Subjects and Courses to be taught in the Regular School Program by the Three Community Schools

GROUPS	PERCEIVED EMPHASIS 5=Very Strong 4=Strong 3=Moderate 2=Little 1=None		
	MEANS OF SCHOOLS		
	Inner City	Rural	Suburban
Parents of Regular School Students	2.9	2.3	3.1
Other Community Members	2.3	2.1	2.5
Community Agencies/Organizations	1.9	2.2	2.1
School Support Staff	2.8	2.3	2.0
School Volunteer Staff	2.6	1.6	1.8
Regular School Students	2.3	2.3	2.4
Instructors of Non-regular School Activities	2.2	2.1	1.7
Adult Students/Clients	2.8	1.8	1.8

regarded such emphasis as being quite adequate. This appears to indicate a lack of desire on the part of many of the respondents in all the schools to be involved in decisions relating to instructional or academic matters of the schools. Similarly, the interview data also revealed that most of the respondents in all the schools were not prepared to be involved in making decisions in areas that were seen to be in traditional management decision making areas, such as hiring of members of the school leadership team.

Analysis

Only the rural community school had an advisory body which closely reflected what the literature, including Michael (1979) and Seay and Associates (1974), describe; that is, a body open to all residents of the community--both parents of school students and non-parents, agency representatives, school personnel, and students. Only students were not represented on the advisory body of the rural school. Lack of interest was suggested as a reason, which was also found to be the case in the study of a Los Angeles school advisory council by Beamish (1974). The advisory body of the rural community school had a much broader role than that of the other two schools, being also advisory to the School Board on the operation of the school.

Unlike the findings of the British Columbia study by Aitken (1978) where the community schools lacked early goal setting, all the schools in this study had ad hoc processes for the development of their Charter Yearbooks which involved community members, and which ensured that goals were formulated well in advance of implementation.

The findings of this study indicate that the task of public relations was a major task in the role of the principal in all the three community schools. This is contrary to the findings of the Casale (1977) study which identified public relations as one of the task areas of the community school administrator, but did not include it as one of the four major responsibilities identified by the respondents. However, the principal's role of community leadership identified by only the rural school principal in this study has been recognized in the literature (Melby, 1955) as a major role of the community school principal.

It does not seem surprising that only the rural school principal identified the community leadership role in his task; for, unlike the rural area with few social agencies, where the school is expected to meet additional needs, urban and suburban centers with many service agencies assuming leadership roles make it less essential for their community school principals to assume similar prominence.

Practices in the rural and the inner city schools suggested that a full time community school coordinator with sufficient secretarial and other support services, including release time for teachers to undertake community related curriculum activities, could effectively perform the liaison function between the school and the community as well as the function of facilitating implementation of the "community related curriculum." In the rural school, the community school coordinator, in addition to liaising between the school and the community and facilitating implementation of the "community related curriculum" in the school, also had the task of organizing and implementing further education programs and courses. With support of a secretary and an evening hostess, she effectively performed all the tasks. However, such an arrangement appeared effective because of the additional fact that teachers were given release time to undertake community related curriculum planning activities. The use of one community education leader for these functions would also appear to better bring together the school-community interactions under one person, and prevent any possibility of overlapping roles between two community education leaders interacting with the public.

It would appear useful for community schools to incorporate explicit principles of community education in their statements of philosophy. Similarly incorporation of the open door policies of the schools in their various publications would be desirable. Two of the schools in the study did not do this. Though their not doing so did not seem to hurt them, it would appear that given that some members of the public might not understand the concept of community education, or might oppose it because of ignorance, such formal statements regarding what the school stands for would be useful.

It is apparent that all the three schools in the study involved various community members and groups in the decision making process of the schools. However, there was more of a total community involvement in several aspects of school decision making in the rural school than was the case with the inner city and suburban schools where involvement in decision making mostly involved parents of students. This could perhaps be explained by the fact that in the urban centers, community people would tend to have many other pursuits which kept them from participation in community school affairs. On the other hand, by the community school in the rural area becoming an important social center, people found time to be involved so as to be able to influence what activities were carried out on behalf of their children and themselves. And the school also encouraged that involvement. The involvement of parents and other community members in such decision making processes in the schools ensured close working relationships between the schools and the their respective communities. This showed commitment of the schools to the community education philosophy of close relationships between the school and the community discussed by such writers as Kowalski and Tallon (1986), Michael (1979), Minzey and LeTarte (1979) and Gayfer (1976).

The support and involvement of community members in the rural community school in this study appear contrary to the observation of Prout (1977a:24) that "community schools in many rural areas suffer from a lack of community support because of their geographical location; they are too distant from their clientele." In fact, in the rural school involved in this study, an attempt to overcome the problem of distance had been made through such efforts as taking some of the programs and activities to the isolated centers as exemplified by the outreach centers of the school, and organizing many social and cultural events that brought the people together.

Technical Level

Comparative Settings

The inner city and rural schools had regular pre-school programs organized for the three to five year olds with the objective of exposing the children to books, programs that promoted the meeting of the community school characteristic of "everyone a learner." The program at the inner city school was a cooperative effort among the school, a college, and other social agencies. It thus also contributed to promoting the characteristic of "interagency cooperation."

All three schools embarked on some similar programs, activities, and methods with the regular school students in an attempt to meet many of the established community school characteristics. For example, in implementing the characteristics of "community related curriculum," "everyone a teacher," "interagency cooperation", and "community issues," all the three schools involved their students on extensive field trips, made use of community facilities, engaged in class twinning and exchange programs with other schools, used students as resource people in the teaching and learning process, cooperated with the police in dealing with some community problems, and had different kinds of after school programs for the school age children. A unique approach in the suburban school was the Integrated Units of study which provided the framework within which many of the above activities were undertaken.

Even though all the schools undertook similar activities, one school might emphasize certain activities more than did the other schools. For example, as a means of implementing the characteristics of "community related curriculum," "everyone a teacher," and "involvement of parents and other community members," the suburban community school made more extensive use of community people as guest speakers in classes, and as volunteers in other school activities than did either of the other two schools. It also had a better developed system of identifying and making use of the community volunteers. On the other hand, the inner city community school, as part of its community related curriculum had a more organized system of providing service to the community.

Special needs of the students and the communities, as determined by the environmental conditions, also provided a basis for the schools to undertake special programs and activities, utilizing appropriate methods for their implementation within such characteristics as "community related curriculum," "interagency cooperation," and "sense of community." Thus the rural school had cultural and self-help oriented programs and activities, such as the Native Education project, cultural celebrations, the veterans program, voluntary firefighting program, community directory project, as well as outreach centers for adult programs. On the other hand, the inner city school undertook such programs and activities as the nutrition program, clothing bank, ESL (English as a Second Language) program, and multicultural program; facilitated the operation of a Chinese School; organized many activities that brought members of the community into the school; and provided such community services as information service, laundry service, and food bank help. And the suburban community school maintained its early opening hours, lunch program, babysitting service, and undertook publication ventures in an attempt to reach out to all members of the community.

Organization and implementation of educational programs and activities for adults in pursuit of the characteristic of "everyone a learner" varied extensively among the three schools. In the rural school, the community school coordinator organized and implemented a large number of courses and activities for community members, after school hours in the school facilities, on behalf of the Further Education Council. In the suburban school, however, the school was not involved in the organization and implementation of such courses and activities. All that it did was to make its facilities available to the relevant agencies after school hours to run such courses. In the inner city school, however, there were only occasional informal lessons on things of interest to community members, organized by the community school coordinator in cooperation with other school personnel in the school, normally during the lunch hour.

In all the three schools, the school facilities were extensively used by community members and agencies for various activities including sports and games, meetings, and social and cultural activities. However, unlike the rural and the inner city schools where the community school coordinators were in charge of booking such uses, at the suburban community school, such bookings were done by the city's Department of Community Services.

Except for the rural community school which attempted to emphasize all the ten established characteristics, and was determined to continue to do so even following the budgetary cutback, the other schools did emphasize some characteristics, while they undertook some activities relating to the other characteristics. Thus the suburban school emphasized "community related curriculum," "involvement of parents and other community members," "community use," and "interagency cooperation;" while the inner city school emphasized the characteristics of "sense of community," "community use," "community issues," "involvement of parents and other community members," "interagency cooperation," and "community related curriculum."

It could be seen, then, that for the three schools involved in the study there were four common community school characteristics which were emphasized by all. These were "community related curriculum," "community use of school facilities," "involvement of parents and other community members," and "interagency cooperation." Additional characteristics which were emphasized by the inner city and the rural schools were a "sense of community" and "community issues." Thus the six community school characteristics which were most emphasized among the three schools were "community related curriculum," "community use of school facilities," "interagency cooperation," "involvement of parents and other community members," "sense of community," and "community issues."

Analysis

Many of the programs and activities of the schools were motivated by their concern and interest towards finding ways and means of addressing specific community problems and needs. Thus the absence of facilities and, where facilities existed, inability of parents to take advantage of such facilities because of low incomes, necessitated the development of the pre-school programs at the inner city and the rural schools.

Other unique problems and needs of the students and communities led to the strong emphasis on some community school characteristics and not on others. That only few community school characteristics were equally emphasized by all the three schools might thus be explained by the fact that the three settings in which the schools were located, namely, inner city, rural, and suburban, presented very different sets of problems and needs. The practice of the schools being concerned with problems of their respective communities falls within the community education philosophy of education concerning itself with improving community living as discussed by such community education scholars as Minzey and LeTarte (1979), Decker (1972), and Totten (1972).

A question might be raised as to the extent to which needs perceived by the various advisory committees were enlightened needs of the communities and the schools. For all intent and purposes, these needs once accepted by the schools as legitimate needs could be viewed as enlightened, for a number of reasons. First in two of the schools, namely, the inner city and suburban schools, these committees were strictly advisory to the principals and they (the principals) remained the final decision makers, a point emphasized by both principals. Thus the principals as educational leaders did not only coordinate "needs" expressed by the community people, but they actually influenced the determination of those needs. Secondly, in the rural school where the advisory committee had a rather more effective influence, it has to be recognized that not only were the principals of both elementary and secondary levels, teachers and other school personnel members, but the chairperson of the school board as well as other community groups and organizations were members. Thus decisions reached by such a body could be seen as enlightened as could be. At the same time too, it must be recognized that though the committee was quite influential, the principals still remained the chief executives of the school and had the discretion of implementing or not implementing a particular decision of the committee.

The finding on the six community school characteristics which were most emphasized among the three schools in this study, reflects to a very large extent the statement by Prout (1977a:25) that:

> community schools in Canada use all the community resources possible in providing community oriented programs, including K-12 programs, basic education and high school completion programs for adults; and they involve all citizens in democratically deciding upon extended services for the overall benefit of the community. These activities and the "sense of community" that community schools attempt to foster are the most common characteristics of community schools in Canada.

The major exception from this study relative to Prout's observation was an absence of high school completion programs for adults organized in any of the three schools. Many of the educational programs for adults in the schools involved in this study tended to be towards upgrading professional skills such as Business and Accounting, acquiring new professional or personal use skills such as Computers, and other non-credit courses.

Usefulness of the Established Community School Characteristics

Comparative Settings

All the respondents found the established community school characteristics useful in guiding their schools in meeting the needs of their students and communities. In all schools, the chairpersons of the school boards, school leadership, teachers, parents, and students found the implementation of the characteristics as useful, for a number of reasons including the fact that it enhanced learning among the students, in addition to achieving other benefits for students and the communities. Though a few concerns were raised about the characteristics and their implementation in the suburban school, no respondent wanted to see any additions or deletions in the existing characteristics.

None of the school leaders was involved in the initial development of the characteristics, but they all thought they were developed well. In all the schools, some members of the leadership team expressed interest in involvement in any future review of the characteristics. Several thought that their own personal involvement was not necessary, but that of the school or association of the leaders, such as the associations of principals and community school coordinators.

Analysis

The finding that respondents of the schools in all the three settings (namely, inner city, rural, and suburban) found implementation of the community school characteristics as useful contradicts the view of MacIver's (1973) that the community school concept is only useful in some situations, and supports that of Beatty (1959:12) that the community school is appropriate for all types of communities and that "the most pressing needs and problems of each community represent the starting point for a program of community education."

The overwhelming acceptance of the community school characteristics in all the schools is testimony to the excellent work done by the team of people who developed them. Thus interest in involvement in any future review seems to indicate a desire for learning and sharing of experiences.

That the few concerns about the established characteristics and their implementation were expressed by the suburban community school only seems to suggest that perhaps it might be slightly more difficult to implement the characteristics in such a community; or that the nature of the community had necessitated more critical examination of the characteristics.

Characteristics, Factors Facilitating Operation, Problems and Complaints, and the Future of the Three Community Schools

Comparative Settings

Two common characteristics associated with all the three schools by their respective respondents were the open and friendly school atmosphere which made community people feel welcome in the school, and the involvement of parents and other community members in the schools' decision making processes and other activities.

Special characteristics were associated with the inner city and the suburban schools by the respondents; and these were the provision of snacks through the Nutrition program in the inner city school, and the Integrated Unit approach to the implementation of the "community related curriculum" in the suburban school. Many respondents in these schools felt quite strongly that these were unique characteristics of their schools. Special characteristics observed at the rural school were the school and community use of school library and arrangement for carrying out the functions of the community school curriculum coordinator.

Of the number of factors which were perceived as having facilitated the operation of the community schools, three were found to be common to all three schools. One was the commitment of the people--school administration, teachers, community education staff, and community people--to the concept. Second, was the existence of the community school staff, namely, the community school coordinator, and/or community school curriculum coordinator, and supporting staff. Finally was the funding made available to the schools to finance the community education aspect of the school.

An additional factor which was also perceived as having facilitated the operation of the rural community school was the willingness of community groups and organizations to work together. Similarly, openness among the community school staff in their relationships with one another was perceived as an important factor which facilitated the operation of the inner city school.

Few respondents identified problems or complaints in the operation of the community schools; and those problems and complaints identified which were often particular to the individual schools were also viewed as challenges. These included absence of intellectual stimulation for teachers and lack of funds in the inner city school, getting community groups to follow procedures for booking facilities in the rural school, and pressure on teachers to do special things in their classrooms and complaints that students were engaged in too many outside activities in the suburban school.

The only problem which was commonly identified in all the three schools related to some community groups not treating the classroom or other school facilities properly or not cleaning up after their use. One problem commonly identified in the rural and suburban schools related to the difficulties in getting people to understand the concept of community school; while the problem of occasional damage to school facility was identified in the rural and inner city schools.

Respondents in all three schools would like to see their schools continue to operate as community schools. However, respondents in only two of the schools, the rural and the suburban, were optimistic that their schools would continue to operate as a community schools.

Analysis

The common characteristics associated with the three schools by their respective respondents is reflective of the open door policy and the emphasis on involvement of parents and other community members in all the schools.

That commitment to the concept of community school by the people, including the administration and staff, was identified in all the three schools as an important factor in facilitating the operation of a community school, could imply that it might be important to expose prospective teachers and principals to the concept in course of their preparation programs. At the same time it might be useful that administrators and teachers posted to community schools be those who are committed to the concept.

In addition, the identification of funding as a crucial factor is an indication that should funding be cut off entirely, the chances of many community schools continuing to operate fully as community schools would be minimal.

Several of the problems and complaints identified in the schools involved in this study were also identified by Stevens (1974b:20) in a British Columbia community school. Among the problems encountered by the rural and suburban schools in this study was difficulty in getting some people--both school staff and community members--to understand the concept of community school. In both schools too, there was evidence that some community members and teachers did not really support the concept of community school. In this situation, could it be that showing lack of understanding of the concept was in fact a demonstration of unpreparedness on the part of those people to accept the concept?

The Budgetary Cutback and the Three Community Schools

Comparative Settings

The budgetary cutback affected only two of the three schools, namely, the inner city and the suburban schools; the rural school was fully funded during the first year of the cutback. In the inner city school, the secretarial position was eliminated, funding for the weekend host was cut , and hours of janitorial staff were reduced. But the community school coordinator continued as a full time person, though her appointment period was reduced from twelve months to ten months. In the suburban school there was elimination of some secretarial services to the community education office; and all community education staff suffered reduction in hours with some of them being reduced by 50 percent or more. In addition, funds for certain community education oriented activities were drastically cut.

Immediate impact on operations included reduction in hours of school opening in the inner city school; and increased workload for principal, and reduction in field trips and in amount of handouts to students in the suburban school. In both schools elimination of programs and activities for students and on increased workload for teachers, was anticipated as the year progressed. The rural school, not affected by the budgetary cutback in the first year, had made plans to ensure that community education staff in the school were maintained to ensure adequate operation of the school, should its funding be cut in the following year.

In all the three schools, respondents did not perceive any major sources of funds for community education, other than the provincial government. There was unanimous agreement among respondents of all the three schools that the provincial government should be the major source of funding for the community school programs. Given the current 50 percent funding, all the schools would continue to operate as community schools, though with difficulties. But should funding be cut off entirely, the inner city school would be the hardest hit, and the rural school might continue to operate as a community school, while the concept might prevail in the suburban school though several of the programs would be eliminated.

The majority of respondents in each of the three schools held that only political action of the people would ensure continuing financial support for community schools. In pursuit of this, community members in all the three school sent strong petitions to the government against the cutback, and many participated in demonstrations against the government decision. They suggested that the schools organize the community people to pressure the provincial government so that funding for community schools be maintained.

Analysis

The cutback was anticipated to have tremendous impact at the operational levels of the affected schools, including elimination of several programs and activities for students. This underscores Hodgson's (1980) point that lack of funds at the local level would undermine usefulness of the concept to children. While all the three schools would operate with the 50 percent funding, the inner city school would suffer the greatest should funding be completely withdrawn. This appears inevitable given the nature of the community. The rural school with community support might be able to derive funds from some ventures and keep the school operating as a community school; and in the suburban school many community education programs and activities would be eliminated. Nevertheless the concept might prevail in all the schools even without provincial funding.

There appeared to be the anticipation that without the necessary action, the cutback was going to be the beginning of a trend towards weakening of the community school concept in Alberta. As such, the cutback decision appears to have united forces in the communities in which the three schools were located in support of the community schools which they perceived as having brought benefits to their communities and the school children.

From the views of respondents in this study, it appears that there was conviction among many people that the cutback was a political decision; hence it would be through political means that the issue would be resolved.

Summary of Analysis

In some ways community schools in the different locations were similar; but in many ways they differed from one another. They were similar in philosophy, principles, and in some strategies used in implementing some established characteristics of community schools in Alberta. Thus they all:

1. exhibited an open door school atmosphere where parents and other community people felt welcome;
2. involved parents of students and other community members in many aspects of the schools' operation; and
3. used field trips as a major strategy in implementing the "community related curriculum" characteristic.

Secondly they were similar in that a number of the same factors facilitated their operations. These factors were:

1. commitment of the people--school personnel, parents, and community members, and agencies/organizations--to the concept of community school;
2. existence of the community education staff; and
3. funding.

Thirdly they were similar in the sense that either two of them or all the three schools had some common problems.

In many ways, however, the community schools in the different locations varied. Their differences stemmed from the fact that they were situated in environments which had radically different problems and needs. These differences were apparent in strategies employed in the implementation of, and in the kinds of programs, activities, and services they provided. Even though all the three schools had advisory bodies, the nature of the advisory body was different in each community school.

Secondly, though all the three schools involved parents and members of the community in their decision making, they did involve different groups of people in the different aspects of decision making. Thirdly, the nature of many of the programs and activities differed from school to school. For example, while the school in the inner city had many service oriented programs and activities for both students and community, the rural school had many cultural and self-help oriented programs and activities, while the suburban school programs and activities tended to focus on bringing the community into the school. Fourthly, each of the schools had some problems not found in the other two schools.

It became apparent that, unless some level of funding was maintained, community schools might exist but many of their programs and activities, particularly those which had substantial costs, might be curtailed or eliminated. The maintenance of the 50 percent level funding would probably keep all the schools involved in the study operating, even though with some difficulties.

Chapter 10

SUMMARY, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS AND REFLECTIONS

This chapter briefly outlines the purposes, methodology, and findings of the study, and the implications emanating from the study for theory, research, and practice. Relevant recommendations and reflections arising from the study are also presented. The chapter is thus organized into five main sections as follows: summary, conclusions, implications, recommendations, and reflections.

Summary

Overview of the Study

This descriptive study attempted to capture what designated community schools in different locations of Alberta did while attempting to meet the ten dimensions or characteristics prescribed for them by the Government of Alberta through the Interdepartmental Community School Committee (IDCSC).

It was the objective of the study:

1. to determine how community schools in different locations had organized their processes, programs, and activities to meet the dimensions or characteristics established for such schools by the government;
2. to ascertain how useful those associated with the community schools in the different locations had found the established characteristics in terms of guiding them in their operation to meet the needs of their students and communities;
3. to find out how the operation of the community schools in the different locations were being affected by the financial restraints imposed by the government;

4. to determine how environmental conditions had influenced the operation of the community schools; and
5. to infer similarities and differences existing among [illegible] community schools in the different locations, as each sought to meet the objectives set for community schools.

The study was thought to be significant in that it would provide a data base for practitioners, policy makers, and researchers, as well as contributing to identifying the emerging trends in community education in the Province of Alberta. The conceptual framework used for the purpose of gathering and analyzing the data for the study consisted of the established ten characteristics of community schools in Alberta, Hall's (1977) environmental conditions, and Parsons' (1967) three hierarchical levels of organizations.

A qualitative methodology, consisting of case studies of three schools in inner city, rural, and suburban locations respectively, was used for the study. Thus data gathering was mainly done through interviews, study of documents, and on-site observations. These were supplemented with data derived from a questionnaire survey.

The three schools were located in very different settings. The inner city school was located in a transient and poor neighborhood, the rural school in a rural setting which included a large population of Native Canadians and a non-Native population of farmers in communities far removed from one another, and the suburban school in a rich neighborhood with many dual-career professional families.

Major Findings

It was found that only the Board of the inner city school had a formal policy on community schools. This policy, supportive of community schools, reflected the ten characteristics established for community schools in Alberta. Ironically, this same

Board was the only one which did not contribute its 30 percent share of funding towards its community schools, including the one involved in this study.

Only the Board of the rural community school came to the assistance of its school when the provincial government imposed the 50 percent budgetary cutback on community schools, by absorbing the cutback and thereby fully funding its school for the first year of the cutback. Only the Board of the rural community school got involved also in the advisory body of the community school by having the Board chairperson serve as a member. The influence of the other two boards on their community schools did not differ from that on the non-community schools under their jurisdiction.

All three schools had advisory bodies but the nature and functions of these bodies varied among them. In the inner city school it was a two-part body with one consisting mostly of parents and the other made up of representatives of community groups and agencies. In the rural school, there was a single community-wide body with membership from all segments of the community, reflecting the nature of a community school advisory body described in the literature. The suburban school had an advisory body composed mostly of parents and called the Parent Advisory Council (PAC). The advisory body of the rural community school had a much broader role than those of the other two schools. But the nature and functions of the advisory bodies were found to be suitable to the various schools. Important functions which emerged for the principalship in a community school included public relations, facilitation of community involvement and shared decision making, and community leadership.

All the three schools represented philosophies which reflected their commitment to the community school concept. Each of the three schools had in place processes which ensured community involvement in school level decision making. Major among these in each of the three schools were the advisory bodies and processes for the development of the schools' annual charter yearbooks. Each school emphasized the involvement of different groups for different aspects of school decision making.

Environmental conditions influenced the implementation of the community school characteristics. Hence, the inner city school tended to have many service oriented programs and activities aimed at assisting both students and community members. It also had programs and activities that made community people feel needed in the school and thereby gained their commitment to the school and its programs. The rural community school, on the other hand, had programs and activities that brought the isolated and culturally different people together, such as cultural celebrations, the Native Education Project, further education courses, and other programs that tended to have a self-help orientation such as the voluntary firefighting, the community information picture-handbook, and the community directory. The widespread nature of the population in the rural community also influenced the school in developing outreach centers for some further education courses. The suburban community school availed itself of the pool of professional people in its community and instituted extensive guest speaker activities. And through its Integrated Unit programs and activities, it promoted community awareness of, and identification with the school, and student awareness of the community. All three schools, however, equally emphasized the following four community school characteristics: "community related curriculum," "involvement of parents and other community members," "interagency cooperation," and "community use of school facilities."

Most respondents in all three schools found the established ten community school characteristics useful, for several reasons. Among these were enhancement of learning among regular school students, promotion of a positive image of the school among both students and parents, and achievement of a positive impact on the community as a whole, particularly in the inner city and rural communities. Most respondents in all three schools would not like to see any changes in the established community school dimensions or characteristics.

A few common characteristics were associated with the three schools, but there were some which were unique, such as the nutrition program in the inner city, student-community library in the rural, and the integrated units of study in the suburban.

Three factors which were commonly noted by all three schools to have facilitated the schools' operations were commitment of people (administrators, teachers, and community members) availability of community education staff and leadership, and funding.

A number of problems or difficulties commonly associated with the operation of the community schools included the poor treatment of school facilities by some community users, occasional damage to school property, and difficulties in getting some people--both community members and school staff-- to understand or accept the concept of community school. Some unique problems included the absence of intellectual stimulation for teachers in the inner city school, community groups not following procedures for booking school facilities in the rural school, and complaints that students engaged in too many outside activities in the suburban school.

While all the respondents in all the schools wanted to see their schools continue to operate as community schools, respondents of the inner city school were less optimistic about the chances of the school continuing to do so. There was fear among many respondents of the inner city school that the provincial government funding would be cut, and once that was done the school might not be able to function as a community school. Among respondents of the other two schools, there was a perception that while the funding was an important factor, the schools would continue to function as community schools with or without it. This was much more strongly expressed in the rural school.

Two of the schools, the inner city and the suburban, had their special community education funding cut by 50 percent. The impact of the cutback, common to both schools, was a reduction in community school staff, and in certain school activities. The inner city school had also reduced its hours of operation and hence its community use of school facilities. As the year progressed, the impact was expected to be felt more at the classroom level since the students would not be able to undertake many of the activities previously provided. The rural school was making plans to adjust to a possible future cutback in funding.

Most respondents in all three schools viewed the provincial government as the major source of funding for community schools. It was the opinion of most respondents in all the schools that other sources were not viable, neither did they see it desirable for the school to attempt to raise money from other sources since that would misdirect their efforts from their mandated function.

The majority of the respondents in each of the schools held the view that if the 50 percent provincial funding were maintained, the schools would continue to operate as community schools, but many of the programs, activities, and other services may have to be drastically reduced. However, cutting the funding entirely off could lead to complete elimination of most community education programs and activities in all the schools, with the greatest impact being felt in the inner city school.

Most respondents in all the schools felt only a political action was likely to bring about continuing funding to the community schools.

Major Conclusions

The following major conclusions are drawn on the basis of the findings of the study:

Objective #1

1. The nature of the administrative structures and processes, and programs and activities of the community schools were influenced by available resources including people with expertise and leadership, and by the expressed needs of the communities.

2. The principal's role in the community school demanded an orientation towards public relations, community involvement, shared decision making, and community leadership.

3. Two of the schools (the inner city and rural) lacked curriculum coordinators. However, practices in both schools showed that with sufficient secretarial and other support services, the community school coordinators could effectively perform the liaison role between the school and the community, as well as facilitate the implementation of community related curriculum.

4. All the three community schools had in place structures that ensured community involvement in the operation of the schools.

5. Though community members sought involvement in several aspects of the community schools, most did not wish to be involved in decisions relating to school instructional matters and to traditional management areas, such as hiring of community school leadership personnel.

6. The nature and functions of the rural community school advisory body, and other aspects of the rural school's operation showed that the rural school would be operated more on the basis of total community effort, and would more reflect characteristics of the ideal community school.

7. Educational, cultural, and social programs and activities were organized at all the three community schools for school age children during and after school hours and for community members, but the suburban school was least directly involved with the organization of several of the programs and activities for the community members, while the rural school was most involved in the organization of such programs and activities.

8. The most important factors in the implementation of the community school characteristics in all the three schools were commitment of people, availability of community education staff and leadership, and funding.

9. Difficulties in getting people, including teachers, to understand or accept the concept of community school, and poor treatment of school facilities by some community users were among the recognized problems in implementation of the concept.

10. Few of the ten established community school characteristics were equally emphasized by all the three schools.

Objective #2

11. Implementation of the community school characteristics was found to have been useful in all the three schools; community schools were thus appropriate educational ventures in all the three locations.

12. Community schools in all the three locations served as good vehicles through which both parents and students identified with the school, but this appeared to be more crucial in the inner city school because of several reasons, including the transient nature of the population and the negative experiences many inner city parents may have had with schools.

Objective #3

13. Two schools involved in the study which were affected by the 50 percent budgetary cutback were experiencing difficulties in maintaining their established levels of operation with the given funds.

14. Among the strategies adopted by the schools to adjust to the budgetary cutback were reduction in community education staff and in other school activities.

15. The budgetary cutback had the effect of increasing the workload of community school staff at post.

16. Apart from the government, limited funding sources were available to the community schools.

17. Political action is the most effective means of ensuring continuing financial support to community schools, according to respondents of this study.

Objective #4

18. The different environmental conditions of the three schools were important determinants of their programs and activities and how these were organized. Hence the inner city school offered many service oriented and cultural programs for its relatively poor and multicultural community; the rural school

offered outreach, self-help oriented, cultural, and other programs that brought the isolated communities of diverse cultures together; and the suburban school brought into the school the abundant resources of the community to enrich the school curriculum.

Objective #5

19. While community schools in the different locations had some similarities, such as open door school atmosphere, involvement of parents, and factors facilitating their operations, in many ways, they were very different from one another. Such differences, which related to processes, programs, activities and how these were organized, stemmed from their different environmental factors.

Implications

What implications do the findings and conclusions of this study have for theory, research, and practice?

Implications for Theory and Research

This study was an exploratory study, hence it did not attempt to examine or test any specific hypotheses. Furthermore, from these three case studies the findings cannot be generalized to any population. However, from the findings of the study, a number of tentative hypotheses emerge which future researchers may be interested in testing. Among these hypotheses are the following:

1. Community schools in different locations would tend to emphasize different established community school characteristics as determined by their environmental conditions and needs.

2. Community schools in inner city locations would tend to be more service oriented towards both the students and the community than those in other locations, because of the special characteristics and needs of the inner city.

3. Community schools in an inner city environment would provide a most effective means of ensuring commitment to the school and its programs and activities by both students and parents, and hence improve learning among inner city students.

4. Community schools in rural locations would tend to exhibit characteristics which are more in line with the ideal community school than community schools in other locations.

5. Community schools in rural locations would tend to be operated more on a total community effort than community schools in other locations.

6. Effective principals of good community schools in rural locations would tend to be viewed as community leaders more so than their counterparts in other locations.

7. Community schools in suburban locations would tend to bring the community into the school to enrich the regular school program more than would community schools in other locations.

8. A community school in a suburban location would tend to have more difficulties convincing its community that it performs a special role different from non-community schools.

This study also brought to light a number of issues which could be explored in future research. Among these, the following are suggested:

1. That further research, using larger samples from each of the three settings (inner city, rural, and suburban) be conducted to determine the extent to which findings on the three schools are applicable to other schools in similar settings. Such studies could be designed using the tentative hypotheses suggested in this study.

2. One of the findings which emerged from this study is that the implementation of the community school characteristics enhanced learning among students. On the basis of this, it would be useful for a study to be conducted to determine:
    a. the extent to which student learning improved by attendance at a community school, and
    b. the extent to which implementation of community school characteristics promoted student interest in school and hence school attendance.

3. Since many respondents identified positive effects on the community as a whole from implementation of the community school characteristics, it would be useful for a study, using a larger sample, to be conducted to determine the community benefits arising from the operation of a community school.

4. From the findings of this study, it seems that ethnicity would influence the operation of a community school though no attempt was made in the study to explore the phenomenon. It would thus be useful for a study to be conducted that would address the question: "To what extent does the ethnic composition of a community affect the operation of its community school?"

Implications for Practice

The following implications for practice may be derived from this study. The first has to do with the preparation of educational administrators. Principals of community schools have among their roles, maintaining community involvement, shared decision making not only with teachers but with community and students, and community leadership. As also pointed out by one of the principals, community involvement and shared decision making make the school level decision making process a lot more complex. Additionally, it was also found that successful implementation of the community school characteristics called for a principal who was committed to the concept. It appears, therefore, that preparatory programs for all prospective community school principals should expose them to the concept of community school and its implications for their role. Not only would this ensure that principals not committed to the concept would not seek positions in community schools, but would also ensure that those who are committed would be sufficiently prepared for their tasks.

The second implication for practice relates to the preparation of teachers. Principals of community schools at times had difficulties explaining the concept of community school, not only to members of the general public, but also to teachers. Thus exposing teachers to the concept of community school in their initial preparatory program would go a long way in, not only making the work of community school principals easier but also in making professional teachers knowledgeable in an important aspect of the educational process, whether or not they intend to teach in a community school.

Furthermore, if commitment of the principal to the concept of community school is critical in ensuring effective implementation of the community school characteristics, then it is equally important for school boards to ensure that principals appointed to such schools are committed to the concept.

Since commitment of school personnel to the concept, community support, funding, and community education staff including leadership are critical to successful implementation of community schools, it is important that any community embarking on the establishment of a community school should ensure that these conditions exist.

Other implications which emerge from the study include the following:

1. Since the three different approaches to the organization of the community school advisory committees were found to be appropriate to the needs of the specific schools, it could be inferred that there may not be one ideal approach to the organization of community school advisory bodies.

2. The absence of established community school policies by two of the boards did not hinder the operation of the schools in this study. However, since the existence of such policies could give long term direction for the operation of community schools, it may be useful for boards operating such schools to develop policies that support and ensure adequate funding for their operation.

3. Given that community schools were found to be useful in all the three locations, it might be inferred that other communities might benefit from adopting such schools, hence the need for the government to support communities in that direction.

4. Since most of the respondents in each school would not like to see any changes in the established community school characteristics, it could be inferred that these have been well developed to ensure applicability in different environmental conditions. It would thus be desirable to maintain them.

5. The effectiveness of the community school in dealing with the problems of the inner city could imply that the operation of all schools in the inner city as community schools would be desirable.

6. The 50 percent budgetary cutback had a very great impact on the inner city school; and among the three schools, the greatest impact of total elimination of provincial funding would be felt at the inner city school. Yet the environmental conditions of the inner city make the community school most needed there. It may thus be inferred that it would be more desirable for the government to base funding decisions of community schools on demonstrated need, so as to ensure that schools most needing such funds are able to receive them.

7. Since there were limited funding sources available to schools, and since there was fear that major fundraising ventures of the schools could detract them from their legitimate mandate, it may be inferred that the government would have to be the major source of funding for the community schools.

8. Given that at the current 50 percent funding all the schools involved in the study could only continue operating with difficulty, it may be inferred that additional funding beyond the present level would be needed if community schools are to operate effectively.

Recommendations

On the basis of the positive results from the operations of the community schools and the general support for community schools by chairpersons of school boards, school leadership, teachers, community members, and students, and other findings of the study, the following recommendations are made:

1. That more schools be allowed to obtain community school status. By so doing the benefits of community education could be extended to many other students and communities.

2. That all inner city schools be operated as community schools.

3. That IDCSC explore the possibility of having only one full time leadership person, provided with adequate secretarial and other support services, perform the functions of liaising between the school and the community as well as facilitating the implementation of community related curriculum.

4. That teachers and principals wanting to work in community schools be exposed to the concept of community school in training programs.

5. That school administrative training programs in departments of educational administration incorporate elective courses in the administration of community schools.

6. That university faculties of education provide elective courses in community education and community schools within their teacher education programs.

7. That funding to community schools be increased beyond its current 50 percent level to enable them function effectively as community schools.

8. That funding to community schools be based more on established needs. This would ensure that at all times certain community schools which for various reasons have to be fully funded are so funded.

Reflections

Usefulness of the Conceptual Framework

In this study, the conceptual framework had little theoretical importance; it served as a guide for the systematic collection and analysis of the data. For this purpose, the conceptual framework proved to be quite useful. It enabled the researcher to have a focus in the development of instruments, and at the data gathering and analysis stages.

Use of Photographic Equipment for Data Gathering

In using photographic, or video equipment for data gathering, it is very important that as the research proceeds, the pictures or the films are developed. By so doing improvements in quality can be made as the research proceeds. Waiting to develop all the films or pictures at the end of the research could prove to pose some difficulties as happened in the case of this research, when at the end of the study it was found that the slide pictures did not turn out well. Had the slides been a major method of the study, the situation would have been disastrous. The pictures could not have been used as part of the report because of the need to maintain anonymity, but they could have been useful for other purposes.

Number of Interviewees

Given the average length of an interview in this study, the several other sources of data used, and the limited assistance in transcription of interviews, it would have been more appropriate to limit the number of interviewees to a maximum of fifteen per school. As it turned out, with over sixty-six hours of interviews, transcription would have posed a lot of problems had the research committee not agreed that only a select number of the interviews be transcribed for the development of categories.

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APPENDICES

APPENDIX I

LIST OF COMMUNITY SCHOOLS IN ALBERTA, AS OF JANUARY 1986*

1. A. B. Daley, Nanton.
2. Alex Taylor, Edmonton.
3. Ashmont, Ashmont.
4. Banff High, Banff.
5. Beiseker, Beiseker.
6. Bertha Kennedy, St. Albert.
7. Blueberry, Stony Plain.
8. Bon Accord, Bon Accord.
9. Brownfield, Brownfield.
10. Colonel Walker, Calgary.
11. Connaught, Calgary.
12. Coutts, Coutts.
13. Dr. Elliott, Linden.
14. Dr. G.M. Egbert, Calgary.
15. Dunluce, Edmonton.
16. Eastview, Red Deer.
17. Ecole Mallaig, Mallaig.
18. Ecole Elementaire, St. Paul.
19. Ecole Father Jan, St. Albert.
20. Ecole Routhier, Falher.
21. Edwin Parr Composite, Athabasca.

* The list was derived from documents of the IDCSC.

Vanier Catholic, Edson has since become a community school.

22. Father M. Beauregard Education Community Center, Fort McMurray.
23. Father Patrick Mercredi, Fort McMurray.
24. G.H. Dawe, Red Deer.
25. G.W. Skene, Calgary.
26. Gilbert Paterson, Lethbridge.
27. Good Shepherd, Fort McMurray.
28. Grande Cache, Grande Cache.
29. Grassland, Grassland.
30. Hillhurst, Calgary.
31. Hillside, Grande Prairie.
32. Holy Trinity, Edmonton.
33. Kameyosek, Edmonton.
34. Langevin, Calgary.
35. M.E. Lazerte, Edmonton.
36. Madonna, Sherwood Park.
37. Matthew Halton, Pincher Creek.
38. Menno-Simons, Cleardale.
39. Midway, Didsbury.
40. Millarville, Millarville.
41. Muir Lake, Stony Plain.
42. New Sarepta, New Sarepta.
43. Nicholas Sheran, Lethbridge.
44. Norwood, Edmonton.
45. Peter Pond, Fort McMurray.
46. Pineridge/Harkness/Sansom, Calgary.
47. Pines, Red Deer.

48. Ranchlands, Calgary.
49. Rosebrier, Wetaskiwin.
50. Sacred Heart, Edmonton.
51. St. Catherine, Edmonton.
52. St. Mary's, Calgary.
53. St. Patrick, Grande Prairie.
54. St. Patrick's at Dawe Center, Red Deer.
55. St. Paul Regional High, St. Paul.
56. St. Timothy, Edmonton.
57. Sherwood, Calgary.
58. Southview, Medicine Hat.
59. Steinhauer, Edmonton.
60. Strathearn, Edmonton.
61. Sunnyside, Calgary.
62. Thorncliffe, Edmonton.
63. Victoria, Calgary.
64. William D. Cuts, St. Albert.
65. Willow Creek, Claresholm.
66. Win Ferguson, Fort Saskatchewan.

APPENDIX II

INTERVIEW SCHEDULE FOR PRINCIPAL, COMMUNITY SCHOOL COUNCIL CHAIRPERSON, COMMUNITY SCHOOL COORDINATOR, AND COMMUNITY SCHOOL CURRICULUM COORDINATOR

A. BACKGROUND INFORMATION

1. How long have you held your current position in the community school? What other experiences have you had with community schools prior to your current position?

2. Please, briefly describe the functions of your current office in the community school. What changes, if any, would you like to see in your functions as they relate to community education in the school?

B. TECHNICAL LEVEL

3. How has your school operationalized each of the ten established characteristics of community schools? In what way(s) has the implementation of the characteristics enhanced or hindered teaching and learning in the school?

4. How useful to your school have you found the characteristics of community schools? Would you like to see any changes (additions, deletions etc.) in the established characteristics? Why/why not?

5. How is your school adjusting implementation of community school characteristics, this year, in response to the budgetary cutbacks?

6. What problems has the school encountered operating as a community school, which it would not have encountered had it been operating as a non-community school? How could such problems be minimized?

7. What factors have facilitated the operation of the community school? How could such factors be maintained in the future?

8. What has been the impact resulting from the operation of the school as a community school on the community(ies) served by the school?

9. Should the school stop operating as a community school, what do you think would be its effects on the school, and on the community(ies)?

C. MANAGERIAL LEVEL

10. What input have you had into the determination or revision of the characteristics established for community schools in Alberta? If none, would you like to have some input in the future? Why/why not?

11. Please, briefly describe the composition, mode of appointment of members, and functions of the following bodies in your school. What changes, if any, would you like to see in the composition, mode of appointment of members, and functions of these bodies?

a. The Community School Council.
b. Other body(ies) in place to facilitate community education.

12. What unique characteristics would you associate with your local community school?

13. What complaints, if any, do you have or have you heard against the operation of your local community school?

D. INSTITUTIONAL LEVEL

14. In the past year or two, who has been involved in establishment of the philosophy and goals of the school? What changes, if any, would you like to see in the philosophy and goals, and how they are established?

E. ENVIRONMENTAL CONDITONS

15. Please briefly describe the nature of the community(ies) served by the school. How do the characteristics and needs of the community(ies) affect the programs and activities of the school?

16. Should the school continue to depend on the provincial government as its major source of income for community education programs and activities? Why/why not?

17. Do you anticipate increased funding to your community school by the provincial government in the years ahead? Why/why not? Is it likely that the school would receive funding from other sources? If so, what are these sources?

18. What future do you see for your local community school?

19. What additional comments would you like to make on the operation of your local community school, specifically, and on community schools, generally, in the province of Alberta?

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

APPENDIX III

INTERVIEW SCHEDULE FOR SCHOOL PROFESSIONAL TEACHING STAFF

A. BACKGROUND INFORMATION

1. How many years of teaching experience have you had? How many of these have you spent teaching in community schools generally, and in this particular community school?

2. Apart from teaching regular classes in the school, are you involved in the non-regular programs and activities for adults, pre-schoolers, and others in the school? If yes, please describe your involvement.

B. TECHNICAL LEVEL

3. How have you been implementing the following characteristics of community school in your teaching?

    a. relating curriculum to real life situations in the community.
    b. involving parents of the regular school students.
    c. involving members of the community, other than parents of the regular school students.
    d. using students as resource people in course of teaching.
    e. study of problems and issues of significance to the community(ies).
    f. fostering a sense of community.
    g. collegiality.
    h. interagency.

4. In implementing the characteristics of community school in your teaching, in what ways have you found them enhancing or hindering learning among your regular students?

5. How useful to your school have you found the characteristics of community school? Would you like to see any changes (additions, deletions etc.) in the established characteristics? Why/why not?

6. How are you adjusting implementation of community school characteristics in your teaching, in response to the recent budgetary cutbacks?

7. What problems has the school encountered operating as a community school, which it would not have encountered had it been operating as a non-community school? How could such problems be minimized?

8. What factors have facilitated the operation of the community school? How could such factors be maintained in the future?

9. What has been the impact resulting from the operation of the school as a community school on the community(ies) served by the school?

10. Should the school stop operating as a community school, what do you think would be its effects on the school, and on the community(ies)?

C. MANAGERIAL LEVEL

11. What influence have teachers had on the appointment of the following school leaders? What changes, if any, would you like to see in the influence of teachers on these appointments?

    a. Principal.
    b. Chairperson of the Community School Council.
    c. Community School Coordinator.
    d. Community School Curriculum Coordinator.

12. What influence have teachers had on the following bodies of the school? What changes, if any, would you like to see in the influence of teachers on these bodies?

    a. The Community School Council.
    b. Other body(ies) in place to facilitate community education.

13. How is the school facility structurally designed to accommodate community education programs and activities?

14. What unique characteristics would you associate with your local community school?

15. What complaints, if any, do you have or have you heard against the operation of your local community school?

D. INSTITUTIONAL LEVEL

16. What has been the influence of teachers on the philosophy and goals of the school? What changes, if any, would you like to see in this area?

E. ENVIRONMENTAL CONDITIONS

17. Please, briefly describe the nature of the community(ies) served by the school. What characteristics and needs of the community(ies) do you think could be considered by the school in developing its programs and activities? How are these currently considered by the school in its programs and activities?

18. Should the school continue to depend on the provincial government as its major source of income for community education programs and activities? Why/why not?

19. Do you anticipate increased funding to your local community school from the provincial government in the years ahead? Why/why not? Is it likely that the school would receive some funding from other sources? If so, what are these sources?

20. What future do you see for your local community school?

21. What additional comments would you like to make on the operation of your local community school, specifically, and on community schools, generally, in the province of Alberta?

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

APPENDIX IV

INTERVIEW SCHEDULE FOR PARENTS OF REGULAR SCHOOL STUDENTS

A. BACKGROUND INFORMATION

1. Please briefly describe the nature of your association with the school as a parent? (eg. how long, number of children in school, any other involvement)

B. TECHNICAL LEVEL

2. During the past one or two years,

    a. how have you seen students in the school make use of community resources in course of teaching and learning?
    b. what services have you seen students provide to the community in course of teaching and learning?
    c. how have parents and community people been involved in the school?
    d. what programs and activities have you seen the school provide for pre-schoolers, adults, and school age people outside the regular school hours?
    e. how have you seen the school cooperate with other community agencies to serve the community?
    f. how have you seen the school promote the study of community issues and problems by the students?
    g. how have you seen the school promote a sense of community among the members of the community?

3. What are your views on the community school undertaking these activities? How useful do you find them for your school? Should your school continue to undertake these activities? Why/why not?

4. How have you seen the recent budgetary cutback affect the above activities, and other aspects of the school's operation?

5. How has the operation of the school as a community school enhanced or hindered learning among your child(ren) in the school?

6. What problems, if any, have you seen the school encounter operating as a community school, which it would not encounter as a non-community school? How could such problems be minimized?

7. What factors have helped the operation of the community school? How could such factors be maintained in the future?

8. What has been the impact resulting from the operation of the school as a community school on the community(ies) served by the school?

9. Should the school stop operating as a community school, what would be its effects on the school, and on the community(ies)?

C. MANAGERIAL LEVEL

10. What influence have parents had on the appointment of the following school leaders? What changes, if any, would you like to see in the parental influence on these appointments?

    a. Principal.
    b. Chairperson of the Community School Council.
    c. Community School Coordinator.
    d. Community School Curriculum Coordinator.

11. What influence have parents had on the following bodies of the school? What changes, if any, would you like to see in the parental influence on these bodies?

    a. The Community School Council.
    b. Other body(ies) in place to facilitate community education.

12. What unique characteristics would you associate with your local community school?

13. What complaints, if any, do you have or have you heard against the operation of your local community school?

D. INSTITUTIONAL LEVEL

14. What has been the influence of parents on the philosophy and goals of the school? What changes, if any, would you like to see in this area?

E. ENVIRONMENTAL CONDITIONS

15. Please, briefly describe the nature of the community(ies) served by the school. What characteristics and needs of the community(ies) do you think could be considered by the school in developing its programs and activities? How are these currently considered by the school in its programs and activities?

16. Should the school continue to depend on the provincial government as its major source of income for community education programs and activities? Why/why not?

17. Do you anticipate increased funding to your local community school from the provincial government in the years ahead? Why/why not? Is it likely that the school would receive some funding from other sources? If so, what are these sources?

18. What future do you see for your local community school?

19. What additional comments would you like to make on the operation of your local community school, specifically, and on community schools, generally, in the province of Alberta?

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

APPENDIX V

INTERVIEW SCHEDULE FOR OFFICIALS OF LOCAL AGENCIES

A. BACKGROUND INFORMATION

1. What is your position in the agency? How long have you held your current position in the agency?

2. Please, briefly describe the functions of your agency in the community(ies) served by the school.

B. TECHNICAL LEVEL

3. What programs and activities have you seen the local community school organize, either by itself or in co-operation with other agencies, such as yours, for the following groups?

   a. Pre-schoolers.
   b. 6-18 year olds outside of the regular school program.
   c. Adults who are not senior citizens.
   d. Senior citizens.
   e. Different age groups together (e.g. families together)

4. How are the above programs and activities being affected by the recent budgetary cutback imposed on the community school?

5. What has been the impact resulting from the operation of the school as a community school on the students, and on the community(ies) served by the school?

6. Should the school stop operating as a community school, what do you think would be its effects on the school, and on the community(ies)?

C. MANAGERIAL LEVEL

7. Has the community school been cooperating with your agency in terms of promoting accessibility to your services by the members of the community(ies)? If yes, how has the school been doing this? How do you view such cooperation? How is the budgetary cutback imposed on the school affecting such cooperation?

8. Has the community school been coordinating its activities with the activities of your agency? If yes, how has the school been doing this? How do you view this function of the school? How is the budgetary cutback affecting this function of the school?

9. Has your agency been represented on the community school council, or any administrative committee/body of the school? If so, on which ones? If not, would you like your agency to be represented on such bodies? Why/why not?

10. What unique characteristics would you associate with your local community school?

11. What complaints, if any, do you have or have you heard against the operation of your local community school?

D. INSTITUTIONAL LEVEL

12. What influence has your agency had on the philosophy and goals of the school? What changes, if any, would you like to see in your agency's influence on such matters in the school? Why/why not?

E. ENVIRONMENTAL CONDITIONS

13. Please, briefly describe the nature of the community(ies) served by the school. What characteristics and needs of the community(ies) do you think could be considered by the school in developing its programs and activities? How are these currently considered by the school in its programs and activities.

14. What, in your opinion, will be the long term effects of the recent budgetary cutback imposed by the provincial government on the operation of your local community school, if the budgetary cutback is maintained for the next year and beyond?

15. Should the school continue to depend on the provincial government as its major source of income for community education programs and activities? Why/why not?

16. Is it likely that the school would receive some funding from other sources, including your agency, in the face of the budgetary cutback? Why/why not?

17. What future do you see for the local community school?

18. What additional comments would you like to make on the operation of your local community school, specifically, and on community schools, generally, in the province of Alberta?

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

APPENDIX VI.

INTERVIEW SCHEDULE FOR SCHOOL VOLUNTEER STAFF

1. How long have you been working in the school as a volunteer?

2. How often have you been coming to the school to work as volunteer?

3. Why did you decide to become a volunteer in the school?

4. What kinds of activities have you engaged in at the school as a volunteer?

5. Are there other kinds of activities you would like to be involved in as a volunteer in the school? If so, what are these areas, and why would you like to be involved in them?

6. As a volunteer in the school, have you participated in making decisions in any areas of the school's operation? If yes, what are these areas? Are there other areas that you think the influence of volunteers should be exerted? If so, mention them.

7. During the past one or two years,

   a. how have you seen students in the school make use of community resources in course of teaching and learning?
   b. what services have you seen students provide to the community in course of teaching and learning?
   c. how have parents and community people been involved in the school?
   d. what programs and activities have you seen the school provide for pre-schoolers, adults, and school age people outside the regular school hours?
   e. how have you seen the school cooperate with other community agencies to serve the community?
   f. how have you seen the school promote the study of community issues and problems by the students?
   g. how have you seen the school promote a sense of community among the members of the community?

8. What are your views on the school undertaking the above activities? Would you like to see the school continue with these activities? Why/why not?

9. What unique characteristics would you associate with your local community school?

10. What has been the impact resulting from the operation of the school as a community school on the students, and on the community(ies) served by the school?

11. Should the school stop operating as a community school, what do you think would be its effects on the school, and on the community(ies)?

12. Would you like to see the school continue to operate as a community school? Why/why not?

13. Should the school continue to depend on the provincial government for its major source of income for community education programs and activities? Why/why not?

14. How is the current budgetary cutback imposed on the school affecting your own role as a volunteer in the school; and the school as a whole?

15. What complaints, if any, do you have or have you heard against the operation of your local community school?

16. What future do you see for your local community school?

17. What additional comments would you like to make on the operation of your local community school, specifically, and on community schools, generally, in the province of Alberta?

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

APPENDIX VII

INTERVIEW SCHEDULE FOR SCHOOL SUPPORT STAFF

1. What is your position in the community school? How long have you held this position?

2. Have you been involved in any of the non-regular school programs and activities for adults, pre-schoolers, and others in the school? If yes, please briefly describe the nature of your involvement.

3. During the past one or two years,

    a. how have you seen students in the school make use of community resources in course of teaching and learning?
    b. what services have you seen students provide to the community in course of teaching and learning?
    c. how have parents and community people been involved in the school?
    d. what programs and activities have you seen the school provide for pre-schoolers, adults, and school age people outside the regular school hours?
    e. how have you seen the school cooperate with other community agencies to serve the community?
    f. how have you seen the school promote the study of community issues and problems by the students?
    g. how have you seen the school promote a sense of community among the members of the community?

4. What are your views on the school undertaking the above activities? Would you like to see the school continue with these activities? Why/why not?

5. Have school support staff been participating in making decisions in any area(s) of the school's operation? If yes, what are these areas? Are there any other areas that you think the influence of support staff should be exerted? If yes, please mention such areas.

6. What unique characteristics would you associate with your local community school?

7. What has been the impact resulting from the operation of the school as a community school on the students, and on the community(ies) served by the school?

8. Should the school stop operating as a community school, what do you think would be its effects on the students, the school, and on the community(ies)?

9. Should the school continue to depend on the provincial government as its major source of income for community education programs and activities? Why/why not?

10. How do you see the current budgetary cutback imposed on the community school affecting your own role, and the school as a whole?

11. What complaints, if any, do you have or have you heard against the operation of your local community school?

12. What future do you see for your local community school?

13. What additional comments would you like to make on the operation of your local community school, specifically, and on community schools, generally, in the province of Alberta?

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

APPENDIX VIII

INTERVIEW SCHEDULE FOR MEMBERS OF COMMUNITY AT LARGE

A. BACKGROUND INFORMATION

1. Have you been involved in any programs and /or activities of the local community school? If yes, please, briefly describe the nature of your involvement.

B. TECHNICAL LEVEL

2. During the past one or two years,

   a. how have you seen students in the school make use of community resources in course of teaching and learning?
   b. what services have you seen students provide to the community in course of teaching and learning?
   c. how have parents and community people been involved in the school?
   d. what programs and activities have you seen the school provide for pre-schoolers, adults, and school age people outside the regular school hours?
   e. how have you seen the school cooperate with other community agencies to serve the community?
   f. how have you seen the school promote the study of community issues and problems by the students?
   g. how have you seen the school promote a sense of community among the members of the community?

3. What are your views on the school undertaking the above activities? Would you like to see the school continue with these activities? Why/why not?

4. How do you see the recent budgetary cutback affecting the above activities, and other aspects of the school's operation?

5. What problems have you seen the school encounter operating as a community school, which it would not encounter as a non-community school? How could such problems be minimized?

6. What factors have helped the operation of the school as a community school? How could such factors be maintained in the future?

7. What has been the impact resulting from operation of the school as a community school on the students, and on the community(ies) served by the school?

8. Should the school stop operating as a community school, what would be its effects on the students, and on the community(ies)?

C. MANAGERIAL LEVEL

9. What influence have community members, apart from parents, had on the appointment of the following school leaders? What changes, if any, would you like to see in the influence of community members on these appointments?

  a. Principal.
  b. Chairperson of the Community School Council.
  c. Community School Coordinator.
  d. Community School Curriculum Coordinator.

10. What influence have community members, apart from parents, had on the following bodies of the school? What changes, if any, would you like to see in the influence of community members on these bodies?

  a. Community School Council.
  b. Other body(ies) in place to facilitate community education.

11. What unique characteristics would you associate with your local community school?

12. What complaints, if any, do you have or have you heard against the operation of your local community school?

D. INSTITUTIONAL LEVEL

13. What has been the influence of community members, apart from parents, on the philosophy and goals of the school? What changes, if any, would you like to see in this area?

E. ENVIRONMENTAL CONDITIONS

14. Please, briefly describe the nature of the community(ies) served by the school. What characteristics and needs of the community(ies) do you think could be considered by the school in developing it programs and activities? How are these currently considered by the school in its programs and activities?

15. Should the school continue to depend on the provincial government as its major source of income for community education programs and activities? Why/why not?

16. Do you anticipate increased funding to your local community school from the provincial government in the years ahead? Why/why not? Is it likely that the school would receive some funding from other sources? If so, what are these sources?

17. What future do you see for your local community school?

18. What additional comments would you like to make on the operation of your local community school, specifically, and on community schools, generally, in the province of Alberta?

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

APPENDIX IX

INTERVIEW SCHEDULE FOR ADULT STUDENTS/CLIENTS

A. BACKGROUND INFORMATION

1. Please briefly describe the nature of your involvement in the programs and activities of the community school as student/client.

2. How beneficial have you found the programs and activities you have been involved in at the school? Would you have been able to receive the same services elsewhere?

B. TECHNICAL LEVEL

3. Apart from the programs and/or activities you have been involved in, what other programs and activities have you seen the school provide in addition to the regular school program?

4. How is the budgetary cutback affecting these non-regular programs and activities of the school?

5. What problems have you seen the school encounter operating as a community school, which it would not encounter as a non-community school? How could such problems be minimized?

6. What factors have helped the operation of the community school? How could such factors be maintained in the future?

7. What has been the impact resulting from operation of the school as a community school on the students, and on the community(ies) served by the school?

8. Should the school stop operating as a community school, what do you think would be its effects on students, and on the community(ies)?

C. MANAGERIAL LEVEL

9. Have adult students and clients participated in making decisions in any area(s) of the school's operation? If yes, what are these areas, and how do you influence these area(s)? Would you like to have influence in other areas of the school's operation? If yes, please identify such area(s).

10. Do you think it would be a good idea for the school to charge or increase fees for such programs and activities that you participated in? Why/why not?

11. What unique characteristics would you associate with your school?

12. What complaints, if any, do you have or have you heard against the operation of your local community school?

D. INSTITUTIONAL LEVEL

13. What has been the influence of adult students and clients on the goals and philosophy of the school? What changes, if any, would you like to see in this area?

E. ENVIRONMENTAL CONDITIONS

14. Please, briefly describe the nature of the community(ies) served by the school. What characteristics and needs of the community(ies) do you think could be considered by the school in developing its programs and activities? How are these currently considered by the school in its programs and activities?

15. Should the school continue to depend on the provincial government as major source of income for community education programs and activities? Why/why not?

16. Do you anticipate increased funding to your local community school from the provincial government in the years ahead? Why/why not? Is it likely that the school would receive some funding from other sources? If so, what are these sources?

17. What future do you see for your local community school?

18. What additional comments would you like to make on the operation of your local community school, specifically, and on community schools, generally, in the province of Alberta?

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

APPENDIX X

INTERVIEW SCHEDULE FOR INSTRUCTORS OF NON-REGULAR SCHOOL PROGRAMS AND ACTIVITIES

1. How long have you been involved in the school as an "instructor" in the non-regular programs and activities for adults, pre-schoolers, and others? Please, briefly describe the nature of your involvement.

2. What are your views on the school offering the non-regular school programs and activities you have been involved in? What are your views on the other community education programs and activities of the school?

3. Why did you decide to be an "instructor" in the school? Have you been paid for your services, or this has been voluntary work?

4. Do you have a full time job elsewhere? If yes, what is it?

5. How beneficial to your "clients" or "students" have you found the programs and activities you have been involved in as an "instructor"?

6. Have "instructors" in the non-regular school programs and activities been involved in making decisions in any area(s) of the school's operation? If yes, what are these areas? Are there other areas that you think the influence of "instructors" should be exerted? If so, please mention these areas.

7. What unique characteristics would you associate with your local community school?

8. What has been the impact resulting from the operation of the school as a community school on the students, and on the community(ies) served by the school?

9. How do you see the current budgetary cutback imposed on the community school affecting your own role, and the school as a whole?

10. Should the school continue to depend on the provincial government as its major source of income for community education programs and activities? Why/why not?

11. Should the school stop operating as a community school, what do you think would be its effects on the students, the school, and on the community(ies) served by the school?

12. What complaints, if any, do you have or have you heard against the operation of your local community school?

13. What future do you see for your local community school?

14. What additional comments would you like to make on the operation of your local community school, specifically, and on community schools, generally, in the province of Alberta?

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

APPENDIX XI

INTERVIEW SCHEDULE FOR REGULAR SCHOOL STUDENTS

1. Please, briefly describe your association with this school (when you started school here, your Grade level, etc.)

2. What do you like most about your school? Why? Is there anything you do not like about your school? What is it and why?

3. Do your parents and other adults often come to the school while the regular school is in session? If so, what do they come to do, and how do you like the practice?

4. Do you normally come to the school after school hours, and on weekends, for games, sports, and other activities? If you do, briefly describe what you come to do, and how you like the practice?

5. Do students from other schools also come to the school after school hours and on weekends for other activities? Why/why not?

6. Which people in the community(ies) often come to the school to talk to you in class as guest speakers? How do you like the practice of having such people come to speak to you?

7. How often do you visit places in the community as part of class activities? Which places do you usually visit? How do you like the practice?

8. Do students often help teachers to teach their classes in the school? If yes, how? How do you like such practice?

9. To what extent do the principal and teachers consider the views of students in making decisions in the school? How do you like the practice?

10. What student bodies/councils exist in the school to help in the administration of the school? Please, briefly describe the functions of such bodies/councils.

11. What additional comments would you like to make on the operation of your local community school?

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

APPENDIX XII

INTERVIEW SCHEDULE FOR CHAIRPERSON, SCHOOL BOARD

A. BACKGROUND INFORMATION

1. How many years have you served as chairperson of the School Board?

2. Were you chairperson or Board member at the time the local school under study became a community school? If you were, please, briefly describe the circumstances leading to the attainment of community school status by the school.

B. TECHNICAL LEVEL

3. What impressions do you have about the regular school program, and the non-regular school programs and activities for adults, pre-schoolers, and others of the local community school?

4. Would you like to see the local community school continue to operate as a community school? Why/why not?

C. MANAGERIAL LEVEL

5. What complaints, if any, do you have or have you heard against the operation of the local community school?

D. INSTITUTIONAL LEVEL

6. Does the Board have a policy on community schools? If yes, what is the policy? If no, within what framework do community schools under the jurisdiction of the Board operate?

7. How much support, as far as you know, did the school have from the Board at the time it sought for community school status? How much support does it still enjoy from the Board?

8. How has the Board influenced the operation of the community school?

9. Has control over the local community school's activities by the Board been any different from the Board's control over non-community schools? Why/why not? If yes, in what ways?

E. ENVIRONMENTAL CONDITIONS

10. Given the nature of the community in which the school is situated, do you think it was a good idea for the school to have become a community school? Why/why not?

11. What, in your opinion, would be the long term effects of the recent budgetary cutback imposed by the government on the operation of the local community school, if the cutback is maintained for the next year and beyond?

12. Should the school continue to depend on the provincial government as its major source of income for community education programs and activities? Why/why not?

13. Do you anticipate increased funding to the local community school from the provincial government in the years ahead? Why/why not?

14. Would the Board find some funding for the local community school to continue to operate in the years ahead, should the provincial government maintain its current level of funding, or reduce the funding even more in the years ahead?

15. What future do you see for the local community school?

16. What additional comments would you like to make on the operation of your local community school, specifically, and on community schools, generally, in the province of Alberta?

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

APPENDIX XIII

INTERVIEW SCHEDULE FOR CHAIRPERSON, MUNICIPAL/COUNTY COUNCIL

1. How long have you served as chairperson of the Municipal/County Council? Were you the chairperson or a member of the Council when local school became a community school?

2. Could you please tell me what you know about the circumstances that led to the local school becoming a community school.

3. Would you like to see the school continue to operate as a community school? Why/why not?

4. What do you anticipate to be the effects on the school from the fifty percent budgetary cutback imposed on community schools by the provincial government?

5. Should the school continue to depend on the provincial government as its major source of income for community education programs and activities, or it should look to other sources for funding? Why/why not? If you think the school should look to other sources, could you give some examples of such sources?

6. Would you suggest that the Council fund the community education programs and activities of the school if governmentmaintains its budgetary cutback for the next year and beyond? Why/why not?

7. What do you think would be the effects on the students, the school, and the community(ies) served by the school, if the school stops operating as a community school?

8. What complaints, if any, do you have or have you heard against the operation of the community school?

9. What additional comments would you like to make on the operation of your local community school, specifically, and on community schools, generally, in the province of Alberta?

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

APPENDIX XIV

INTERVIEW SCHEDULE FOR OFFICIAL OF THE INTERDEPARTMENTAL COMMUNITY SCHOOL COMMITTEE

1. What is your official title, and how long have you held your current position? Please briefly describe the functions of your office.

2 How were the ten dimensions of the ideal community school for Alberta community schools established?

3. Would you like to see any additions to, or deletions from the ten established dimensions of community schools? Why/why not?

4. What is the minimum number of dimensions that a school should exhibit in order that it may be designated as a community school?

5. Given that "local community conditions are variable throughout the province and hence there would be a number of variable attributes of the community school concept" as recognized by the IDCSC Document #35R2:2, how does your department ensure the maintenance of the established dimensions by community schools in different locations?

6. To what extent would you say that the schools do in fact continue to maintain the dimensions once they get their designation as community schools?

7. Do you see the possibility of any of the dimensions undermining a community school's efforts to meet the needs of its local community?

8. How often does your office receive complaints against the operation of community schools? What is the nature of these complaints?

9. What are the usual sources of complaints against community schools? How legitimate do you find them? And what action does your department take in reaction to such complaints?

10. How do you expect the recent provincial government budgetary cutbacks to affect the operation of the community schools?

11. How do you think should community schools plan to adjust their operations to accommodate the financial constraints?

12. Do you see the possibility of the community schools being given the full special grants for their operations within the next few years? If not, do you think community schools should start exploring other sources of funds in order to continue to operate in the years ahead?

13. What future do you see for community schools in the province?

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

APPENDIX XV

COMMUNITY SCHOOL STUDY QUESTIONNAIRE

Department of Educational Administration,
University of Alberta,
Edmonton, Alberta.
T6G 2G5.

September 28, 1987.

Dear Sir/Madam:

PARTICIPATION IN A RESEARCH STUDY AS A RESPONDENT

The attached questionnaire is part of a study on the operation of community schools in Alberta. The study which shall culminate in the writing of a Ph.D. thesis in the Department of Educational Administration at the University of Alberta, is basically a descriptive study with the purpose of determining:

1. how community schools in different settings have organized their processes, programs and activities to meet the establised dimensions/characteristics of community schools;
2. how useful those associated with the schools have found these dimensions or characteristics;
3. how community schools in different settings are adjusting their operations in response to the recent budgetary cutbacks imposed on them by the provincial government; and
4. what similarities and differences exist among schools in different locations.

Among the data being collected to satisfy the purpose of the study are views of people who are most knowledgeable about the operation of the communtiy schools participating in the study. You have been selected as one of such knowledgeable people for your local community school which is also participating in the study.

The attached questionnaire thus comes to you as a means of soliciting your views on the operation of your local community school. Your role in the study shall basically be to fill out the attached questionnaire. In addition to completing the questionnaire, you may later also be interviewed by the researcher.

At this point, I will like to assure you that information to be provided by you will be treated as confidential. Your name will not thus be associated with any part of the final report. You are, therefore, please required NOT to write your name on the questionnaire.

I wish also to inform you that you are under no obligation to participate in the study; and that even after agreeing to participate in the study, you are free to withdraw your participation at any time in course of the study. In case you have any concerns about the study, you may please contact either the researcher, Mr. James D. Quarshie (432-4909), or Dr. John J. Bergen (432-2734), Professor and Supervisor of the researcher, both of the Department of Educational Administration, University of Alberta, Edmonton.

The questionnaire will be collected personally by the researcher in a week's time, from the day it reaches you. It will, therefore, be most appreciated if you could have it completed by then.

If you are willing to participate in the study, I would be grateful if you could sign the attached note of consent.

Thank you very much for you time and cooperation in the study.

Yours sincerely,

James D. Quarshie (Researcher).

cc. Dr. John J. Bergen, Professor, Dept of Educational Administration,
University of Alberta.

A NOTE OF CONSENT TO PARTICIPATE IN THE STUDY ON COMMUNITY SCHOOLS

I have read and understood the purpose of the study on community schools in Alberta being undertaken by Mr. James D. Quarshie, and my role in the study, as described in the attached letter.

I do voluntarily give my consent to participate in the study as a respondent.

Signature...

Name...

Date...

INSTRUCTIONS FOR QUESTIONNAIRE

This questionnaire has **five** sections. You are, please, requested to respond, as best as you can, to the items in **ALL** the five sections.

Most of the items have been provided with possible responses and you are only to put a check (   ) in the box/column provided for the response. If none of the provided responses reflects your view, you are encouraged to check "Other" and then write out your response in the space provided.

Please note that in majority of the items you are to check **only one response**. Where you are required to check more than one response, this is **always** indicated.

For the very few items which are not provided with responses, please write out your own responses in the spaces provided.

If an item or sub-item is not relevant to your school, please simply write **N/A** (for Not Applicable) against the item/sub-item.

NOTE: In the questionnaire,

1. **Community** refers to the community or communities served by the community school. This is the community(ies) from which the school draws most of its clientele, consisting of regular students and other clientele such as adults and pre-schoolers. The community(ies) could thus be part of a city, a town, or a number of small towns/villages.

2. **Non-regular school programs and activities** refer to all cultural, recreational, educational, and social activities organized by the community school and/or social agencies for adults and pre-schoolers at any time, and for school-age children outside the regular school hours.

3. **Regular school students** or **Regular students** refer to the school-age children who normally attend the community school from morning to evening/afternoon.

THANK YOU VERY MUCH. YOU MAY NOW TURN TO SECTION ONE.

Section One

TECHNICAL LEVEL

(Items in this section relate to the PROGRAMS AND ACTIVITIES of the local community school).

I. In the past year or two, how much EMPHASIS did you perceive the local community school put on each of the events/activities listed below? Please indicate this to the LEFT of each event/activity by checking the appropriate box. In your opinion, was the emphasis put on each of the events/activities by the school 'Too Much,' 'Adequate,' or 'Too Little'? Please indicate your opinion on the RIGHT.

Perceived Level of Emphasis							In Your Opinion Emphasis was			
Very Strong	Strong	Moderate	Little	None	Don't Know	EVENTS/ACTIVITIES	Too Much	Adequate	Too Little	Can't Tell
						Regular school students providing service to the community while learning				
						Regular school students using physical facilities of the community for learning purposes.				
						Regular school students engaging in work experience programs in the community.				
						Regular school students studying local community issues and problems.				
						The school making use of community people as guest speakers in regular school classes.				
						Parents of regular students participating in making decisions about: i. non-regular school programs and activities for adults, pre-schoolers, and others.				
						ii. implementation of subjects/courses to be taught in the regular school program.				

PLEASE TURN TO THE NEXT PAGE FOR CONTINUATION OF THIS QUESTION

Very Strong	Strong	Moderate	Little	None	Don't Know	EVENTS/ACTIVITIES	Too Much	Adequate	Too Little	Can't Tell
						Other community members, apart from parents of regular students, participating in making decisions about: i. non-regular school programs and activities for adults, pre-schoolers, and others.				
						ii. implementation of subjects/courses to be taught in the regular school program.				
						Regular school teachers participating in making decisions about: i. non-regular school programs and activities for adults, pre-schoolers, and others.				
						ii. implementation of subjects/courses to be taught in the regular school program.				
						School support staff participating in making decisions about: i. non-regular school programs and activities for adults, pre-schoolers, and others.				
						ii. implementation of subjects/courses to be taught in the regular school program.				
						School volunteer staff participating in making decisions about: i. non-regular school programs and activities for adults, pre-schoolers, and others.				
						ii. implementation of subjects/courses to be taught in the regular school program.				
						Instructors of non-regular school programs and activities participating in making decisions about: i. non-regular school programs and activities for adults, pre-schoolers, and others.				
						ii. implementation of subjects/courses to be taught in the regular school program.				

CONTINUED ON THE NEXT PAGE

Very Strong	Strong	Moderate	Little	None	Don't Know	EVENTS/ACTIVITIES	Too Much	Adequate	Too Little	Can't Tell
						Regular school students participating in making decisions about: i. non-regular school programs and activities for adults, pre-schoolers, and others.				
						ii. implementation of subjects/courses to be taught in the regular school program.				
						Adult students and clients participating in making decisions about: i. non-regular school programs and activities for adults, pre-schoolers, and others.				
						ii. implementation of subjects/courses to be taught in the regular school program.				
						Other community agencies participating in making decisions about: i. non-regular school programs and activities for adults, pre-schoolers, and others.				
						ii. implementation of subjects/courses to be taught in the regular school program.				
						Parents of regular school students helping regular school teachers through voluntary work.				
						Other community members, apart from parents of regular students, helping regular school teachers through voluntary work.				
						Regular school teachers making use of regular school students as resource persons in the process of teaching.				
						Community members serving as instructors in the non-regular school programs and activities for adults, pre-schoolers, and others.				
						Regular school teachers serving as instructors in the non-regular school programs and activities for adults, pre-schoolers, and others.				

CONTINUED ON THE NEXT PAGE

Very Strong	Strong	Moderate	Little	None	Don't Know	EVENTS/ACTIVITIES	Too Much	Adequate	Too Little	Can't Tell
						The school organizing programs and activities for school-age children outside the regular school hours.				
						The school organizing programs and activities for senior citizens.				
						The school organizing programs and activities for adults, other than senior citizens.				
						The school organizing programs and activities for pre-schoolers.				
						The school organizing programs and activities which brought together people of different age groups.				
						Regular school teachers learning from parents and other community members.				

2. What is your perception of the level of commitment of the regular teaching staff of your community school to the community school concept?

☐ Highly Committed
☐ Committed
☐ Moderately Committed
☐ Uncommitted
☐ Highly Uncommitted

3. How committed are YOU to the community school concept?

☐ Highly Committed
☐ Committed
☐ Moderately Committed
☐ Uncommitted
☐ Highly Uncommitted

4. What is your perception of the level of commitment of members of the community to the community school concept?

☐ Highly Committed
☐ Committed
☐ Moderately Committed
☐ Uncommitted
☐ Highly Uncommitted

5. How satisfied, do you think, have the regular students of the school been with the community school concept as practised in the school within the last one or two years?

☐ Very Satisfied
☐ Satisfied
☐ Moderately Satisfied
☐ Dissatisfied
☐ Very Dissatisfied

6. Would you like to see the local community school continue to operate as a community school? Please check one below, and briefly state in the space provided the reasons for your answer.

☐ Yes ☐ No

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THANK YOU VERY MUCH. PLEASE TURN TO SECTION TWO

Section Two

MANAGERIAL LEVEL

(Items in this section relate to the ADMINISTRATIVE AND ORGANIZATIONAL MATTERS of the local community school)

7. In the past year or two, how much EMPHASIS did you perceive the local community school put on each of the events/activities listed below? Please indicate this to the LEFT of each event/activity by checking the appropriate box. In your opinion, was the emphasis put on each of the events/activities by the school 'Too Much,' 'Adequate,' or 'Too Little?' Please indicate your opinion on the RIGHT.

Perceived Level of Emphasis							In Your Opinion Emphasis was			
Very Strong	Strong	Moderate	Little	None	Don't Know	EVENTS/ACTIVITIES	Too Much	Adequate	Too Little	Can't Tell
						Parents of regular students serving as members of committees and other administrative bodies of the school.				
						Other community members, apart from parents of regular students, serving on committees and other administrative bodies of the school.				
						Regular school teachers serving on committees and other administrative bodies of the school.				

PLEASE TURN TO THE NEXT PAGE FOR CONTINUATION OF THIS QUESTION

Very Strong	Strong	Moderate	Little	None	Don't Know	EVENTS/ACTIVITIES	Too Much	Adequate	Too Little	Can't Tell
						Instructors of non-regular school programs and activities serving on committees and other administrative bodies of the school.				
						Regular school students serving on committees and other administrative bodies of the school.				
						Adult students and clients serving on committees and other administrative bodies of the school.				
						School support staff serving on committees and other administrative bodies of the school.				
						School volunteer staff serving on committees and other administrative bodies of the school.				
						Community agencies being represented on committees and other administrative bodies of the school.				
						The school co-operating with the community in the operation of the school.				
						The school co-operating with other community agencies/organizations to provide cultural educational, recreational, and social services to the people of the community.				
						The school serving as a co-ordinating agency for all social service agencies operating in the community.				
						The school facilities being used by other social agencies/organizations for the delivery of their services to the community.				

CONTINUED ON THE NEXT PAGE

Very Strong	Strong	Moderate	Little	None	Don't Know	EVENTS/ACTIVITIES	Too Much	Adequate	Too Little	Can't Tell
						The school facilities being made available to community members, other than regular students, from 8 a.m. to 4 p.m. during the weekdays, for educational, cultural, recreational, and social purposes.				
						The school facilities being made available for use by members of the community BEFORE and AFTER each school day, during the school year.				
						The school facilities being made available for use by members of the community all day during the week-ends in course of the school year.				
						The school facilities being made available for use by members of the community when regular students are on holidays or vacation.				
						The school organizing educational, cultural, recreational, and social activities for community members (other than regular students) from 8 a.m. to 4 p.m. during the weekdays, IN COMMUNITY FACILITIES (other than the school).				

THANK YOU VERY MUCH. PLEASE TURN TO SECTION THREE

Section Three

INSTITUTIONAL LEVEL

(Items in this section relate to the PHILOSOPHY, GOALS, AND POLICIES of the local community school).

8. Why did the school and community members decide to seek a community school status? Please put a check in the box to the left of ALL that apply below. DO NOT WRITE IN BRACKETS TO THE RIGHT OF THE CHOICES AT THIS TIME. You will know the reason in the next item.

☐ So that the local community people could exert more influence on the operation of the school. ( ).

☐ So that the school's regular program could be more oriented to local community needs. ( ).

☐ So that the school could develop additional programs and activities to meet the needs of adults and other non-regular school population (e.g. pre-schoolers). ( )

☐ So that the school might receive extra funding. ( )

☐ So that school facilities could be used by community members for educational/recreational/cultural and social purposes ( ).

☐ So that learning in the regular school program could be made more relevant to the student. ( ).

☐ So that regular students could perform some services for the community, aimed at improving community living. ( ).

☐ So that the school and the community could be brought closer together in their relationships. ( ).

☐ Other (Please specify)..

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....(.........)...

9. Please go back to item 8, and indicate the importance to you for each of YOUR choices, by putting 1,2,3,4, or 5 in the brackets provided to the right of each choice, using the following key:

5 Very Important
4 Important
3 Moderately Important
2 Unimportant
1 Very Unimportant

10. In your opinion, how well (or poorly) on the whole, were the needs that motivated the school and its community to seek community school status being met by the end of the last academic year?

☐ Very well
☐ Well
☐ Moderately well
☐ Poorly
☐ Very poorly

11. In your opinion, how well (or poorly) can the needs that motivated the school and its community to seek community school status be met from now on, given the budgetary cutback imposed on community schools?

☐ Very well
☐ Well
☐ Moderately well
☐ Poorly
☐ Very poorly

12. How much influence, to the best of your knowledge, did each of the following have on the decision to seek community school status for your local school? Please check the appropriate box to the right for each below.

INDIVIDUAL/GROUP	PERCEIVED LEVEL OF INFLUENCE					
	Very Great	Great	Moderate	Little	None	Don't Know
Principal						
Community at large						
Parents of regular school students						
School Professional Teachers						
Regular school students						
School Support Staff						
Local School Board						
Municipal/County Council						
Local Recreational Board						
Local Cultural Council						
Local Further Education Council						
Local Chamber of Commerce						
Local Church Groups						
Other Local Group (Please specify)						
Provincial Dept of Education						
Provincial Dept of Recreation and Parks						
Provincial Dept of Culture						
Provincial Dept of Advanced Education and Manpower						
Other Provincial Agency (Please specify)						
Any Other Agency (Please specify) I..						
Any Other Agency II.						

13. What is your perception of the level of influence that each of the following has had on the GOALS AND POLICIES of the local community school WITHIN THE LAST ONE OR TWO YEARS? Please indicate your response below by checking the appropriate box to the LEFT. In addition, please indicate to the RIGHT, whether in your opinion the level of perceived influence each has had (as you have indicated on the left) has been 'Too Much,' 'Adequate,' or 'Too Little.'

Perceived Level of Influence							In Your Opinion Influence has Been			
Very Great	Great	Moderate	Little	None	Don't Know	INDIVIDUAL/GROUPS	Too Much	Adequate	Too Little	Can't Tell
						Principal				
						Community School Council				
						Community at Large				
						Parents of Regular School Students				
						School Professional Teaching Staff				
						Regular School Students				
						Adult Students and Clients				
						Instructors of Non-regular School Programs and Activities				
						School Support Staff				
						School Volunteer Staff				
						Local School Board				
						Municipal/County Council				
						Local Recreational Board				
						Local Cultural Council				
						Local Further Education Council				
						Local Chamber of Commerce				
						Any Other Agency (Please specify).. i..				
						Any Other Agency ii..				

THANK YOU VERY MUCH. PLEASE TURN TO SECTION FOUR

Section Four

ENVIRONMENTAL CONDITIONS

(Items in this section relate to ENVIRONMENTAL OR SOCIETAL FACTORS that may directly affect the operation of the local community school).

From item 14 to 17, please indicate your perception of the community(ies) served by the school by checking 'Yes' or 'No' to the right of each of the items.

ITEMS	RESPONSE	
	Yes	No
14. The community(ies) served by the school has/have a large population of new immigrants to Canada (New Canadians)		
15. The community(ies) has/have a large population of Native Canadians (e.g. Indians, Metis).		
16. There are many ethnic groups living in the community(ies)		
17. For most of the people living in the community(ies), English is the main language most frequently spoken at home.		

18. What is your perception of the quality of social service delivery system (health, recreation etc.) in the community(ies) served by the community school? Please check ONE below.

☐ Very Good
☐ Good
☐ Average
☐ Poor
☐ Very Poor

19. What is your perception of the rate of illiteracy among the population in the community(ies) served by the community school?

- ☐ Very Large
- ☐ Large
- ☐ Moderate
- ☐ Small
- ☐ Very Small

20. What is your perception of the number of dual-career families (i.e. both father and mother having full-time jobs) in the community(ies) served by the school?

- ☐ Very Large
- ☐ Large
- ☐ Moderate
- ☐ Small
- ☐ Very Small

21. What is your perception of the number of single parent families in the community(ies) served by the school?

- ☐ Very Large
- ☐ Large
- ☐ Moderate
- ☐ Small
- ☐ Very Small

22. How would you describe the political orientation of the population of the community(ies) served by the school?

☐ Conservative

☐ Liberal

☐ NDP

☐ Other (Please specify)..

For Items 23 to 25, please put a check in the appropriate column to the right of each item to indicate the extent to which you agree or disagree, to the best of your knowledge, with the statements

	RESPONSE				
ITEMS/STATEMENTS	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
23. The local by-laws and regulations facilitate the operation of the local community school.					
24. The provincial government laws and regulations facilitate the operation the local community school.					
25. The tools, skills, and knowledge required for jobs in the community (ies) served by the school change very frequently.					

26. How would you describe the spatial distribution of the population of the community(ies) served by the school? Please check ONE below.

☐ Concentrated in one major area (town or section of city).

☐ Concentrated in a few small towns or villages.

☐ Sparsely distributed over a large area.

☐ Other (Please specify)..

27. Please list below the major organizations and agencies operating in the community(ies) served by the community school.

i.. v..

ii.. vi..

iii.. vii..

iv.. viii..

28. What are the major economic activities in the community(ies) served by the school? Please check ALL that apply below.

☐ Agriculture ☐ Mining

☐ Manufacturing ☐ Construction

☐ Service (e.g. Banking, Commerce)

☐ Other (Please specify)..

29. To what extent, in your opinion, are the economic activities of the community(ies) served by the school reflected in the regular and and non-regular (adult and other) programs and activities of the school?

☐ Very Large Extent

☐ Large Extent

☐ Some Extent

☐ Small Extent

☐ Very Small Extent

30. In your opinion, how much impact will the budgetary cutbacks imposed on community schools by the provicial government have on your local community school? Please check ONE below.

☐ Very Great
☐ Great
☐ Moderate
☐ Little
☐ Very Little

31. To what extent do you agree or disagree that funding commitment by the provincial government to the community schools is THE SINGLE MAJOR FACTOR that will determine the continuing operation of your local community school? Please check ONE below.

☐ Strongly Agree
☐ Agree
☐ Uncertain
☐ Disagree
☐ Strongly Disagree

32. To what extent do you agree or disagree that the decision to cut funding for community schools by as much as fifty percent by the provincial government was a political, rather than an economic one.

☐ Strongly Agree
☐ Agree
☐ Uncertain
☐ Disagree
☐ Strongly Disagree

33. If the government maintains the fifty percent budgetary cutback imposed on community schools for the next two to three years, what do you think will be the effect of this on your local community school? Please, check ONLY ONE from below.

☐ The school will stop operating as a community school, and revert back to its former status as a regular school.

☐ The school will continue to exist as a community school, but the number of clients served may be drastically reduced, or many of the established programs and activities will be eliminated, or both.

☐ The school will cease to exist since no other sources of funds can be found, and the number of regular school students will be too small to enable the school to operate as a regular school.

☐ Other sources of funds will be found to enable the school to continue to operate as a full community school.

☐ Other (Please specify)..

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34. In your opinion, how should your local community school respond to the budgetary cutback imposed on community schools by the government? Please check ALL that apply from below.

☐ Reduce the number of people being served in the non-regular school programs and activities for adults, pre-schoolers, etc.
☐ Find other sources of funds in order to maintain ALL programs and activities of the community school, including the non-regular school programs and activities for adults, pre-schoolers, etc.
☐ Impose user fees or charges on all non-regular school programs and activities for adults, pre-schoolers, etc.
☐ Decrease the community oriented activities and services undertaken by regular students in course of learning.
☐ Decrease learning by regular students in life skills.
☐ Eliminate the non-regular school programs and activities for pre-schoolers.
☐ Eliminate the non-regular school programs and activities for school-age children outside the regular school hours.
☐ Eliminate the non-regular school programs and activities for adults.
☐ Organize members of the community(ies) to put pressure on the government to increase funding to community schools
☐ Other (Please specify)..

THANK YOU VERY MUCH. PLEASE TURN TO SECTION FIVE

SECTION FIVE*

FOR

PRINCIPAL

CHAIRPERSON, COMMUNITY SCHOOL COUNCIL

COMMUNITY SCHOOL COORDINATOR

COMMUNITY SCHOOL CURRICULUM COORDINATOR

*In the actual study, each group of respondents had a set of questionnaire with only its own section five.

Section Five

PERSONAL BACKGROUND

(Items in this section relate to the personal background of the respondent)

35. What is your gender/sex?

☐ Male ☐ Female

36. In which of the following age groups do you fall?

☐ Below 30 years ☐ 50-59 years
☐ 30-39 years ☐ 60-69 years
☐ 40-49 years ☐ 70 years and Over

37. What is the highest educational level that you have completed?

☐ Elementary ☐ University-Undergraduate
☐ Secondary/High School ☐ University-Graduate
☐ Post-Secondary Non-University e.g. NAIT

38. What is your full-time occupation, if applicable? Please state below.

....

39. You are responding to this questionnaire as:

☐ Principal of the school.
☐ Chairperson of the Community School Council
☐ Community School Coordinator
☐ Community School Curriculum Coordinator

40. How long have you held your position, as stated in item 39 above?

☐ Less than one year ☐ Two years

☐ One year ☐ Three years and Over

41. In the space provided below, please briefly state anything you would like to say about the operation of your local community school that has not been fully dealt with in the questionnaire; and about community schools generally in Alberta.

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THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

SECTION FIVE

FOR

SCHOOL PROFESSIONAL TEACHING STAFF
SCHOOL SUPPORT STAFF
INSTRUCTORS OF NON-REGULAR SCHOOL PROGRAMS/ACTIVITIES

Section Five

PERSONAL BACKGROUND

(Items in this section relate to the personal background of the respondent)

35. What is your gender/sex?

☐ Male
☐ Female

36. In which of the following age groups do you fall?

☐ Below 30 years
☐ 30-39 years
☐ 40-49 years
☐ 50-59 years
☐ 60-69 years
☐ 70 years and Over

37. What is the highest educational level that you have completed?

☐ Elementary
☐ Secondary/High School
☐ Post-Secondary Non-University e.g. NAIT
☐ University-Undergraduate
☐ University-Graduate

38. You are responding to this questionnaire as:

☐ School Professional Teacher
☐ School Support Staff
☐ Instructor of non-regular school programs and activities for adults, pre-schoolers, and others.

39. How long have you held your position as stated in item 38 above?

☐ Less than one year
☐ One year
☐ Two years
☐ Three years and Over

40. If you are an instructor in the non-regular school programs and and activities of the community school, what is your full-time occupation? Please state that below, and continue from item 42

....

41. If you are NOT responding to the questionnaire as an instructor in the non-regular school programs and activities of the school, have you been involved in any of the non-regular school programs and activities of the school?

☐ Yes (Please continue from item 42, if you check 'Yes')

☐ No (Please go to item 45, if you check 'No')

42. How long have you been involved in the non-regular school programs and activities of the local community school?

☐ Less than one year ☐ Two years

☐ One year ☐ Three years and Over

43. Please, briefly describe below the nature of your involvement in the non-regular school programs/activities of the school (e.g. instructor, member of committee, student). If you are responding as an instructor, please give details, and describe any other involvement you may have had.

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44. How satisfied have you been with the non-regular school programs or activities you have been involved in at the school?

☐ Very Satisfied
☐ Satisfied
☐ Moderately Satisfied
☐ Dissatisfied
☐ Very Dissatisfied

45. In the space provided below, please briefly state anything you would like to say about the operation of your local community school that has not been fully dealt with in the questionnaire; and about community schools generally in Alberta.

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THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

SECTION FIVE

FOR

PARENTS OF REGULAR SCHOOL STUDENTS

Section Five
PERSONAL BACKGROUND

(Items in this section relate to the personal background of the respondent)

35. What is your gender/sex?

☐ Male ☐ Female

36. In which of the following age groups do you fall?

☐ Below 30 years ☐ 50-59 years
☐ 30-39 years ☐ 60-69 years
☐ 40-49 years ☐ 70 years and Over

37. Are you a single parent?

☐ Yes ☐ No

38. If your answer to item 37 above is 'No,' do BOTH parents have full-time jobs?

☐ Yes ☐ No

39. What is the highest educational level that you have completed?

☐ Elementary ☐ University-Undergraduate
☐ Secondary/High School ☐ University-Graduate
☐ Non-University Post-Secondary e.g. NAIT

40. What is your current occupation, and position (if applicable) in the occupation? Please, state below.

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41. How many children do you have attending the local community school? Please indicate below the number of children you have in each grade level.

Number of Children	Grade Level
....	....
....	....
....	....
....	....

42. Have you been involved in any programs and/or activities of the local community school?

☐ Yes (Please continue from item 43, if you check 'Yes.')

☐ No (Please go to item 46, if you check 'No.')

43. Please briefly describe below the nature of your involvement (e.g. instructor, member of committee, volunteer, student).

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44. How long have you been involved in programs and/or activities of local community school?

☐ Less than one year ☐ Two years

☐ One year ☐ Three years and Over

45. How satisfied have you been with the programs and/or activities that your have been involved in at the community school?

☐ Very Satisfied

☐ Satisfied

☐ Moderately Satisfied

☐ Dissatisfied

☐ Very Dissatisfied

46. Has your spouse (if applicable) been involved in any programs and/or activities of the local community school?

☐ Yes ☐ No

47. If your answer to item 46 above is 'Yes,' please, briefly describe below the nature of his/her involvement (e.g. instructor, member of committee, volunteer, student) and how long he/she has been involved.

....

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48. In the space provided below, please briefly state anything you would like to say about the operation of your local community school that has not been fully dealt with in the questionnaire; and about community schools generally in Alberta.

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THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

SECTION FIVE

FOR

AGENCY OFFICIALS

Section Five

PERSONAL BACKGROUND

(Items in this section relate to the personal background of the respondent)

35. What is your gender/sex?

- ☐ Male
- ☐ Female

36. In which of the following age groups do you fall?

- ☐ Below 30 years
- ☐ 30-39 years
- ☐ 40-49 years
- ☐ 50-59 years
- ☐ 60-69 years
- ☐ 70 years and Over

37. What is the highest educational level that you have completed?

- ☐ Elementary
- ☐ Secondary/High School
- ☐ Post-Secondary Non-University e.g. NAIT
- ☐ University-Undergraduate
- ☐ University-Graduate

38. You are responding to this questionnaire as:

- ☐ Chairman, Municipal/County Council
- ☐ Chairman, Local Recreational Board
- ☐ Chairman, Local Further Education Council
- ☐ Chairman, Local Cultural Council
- ☐ Other (Please specify)..

39. How long have you held your position as stated in item 38 above?

- ☐ Less than one year
- ☐ One year
- ☐ Two years
- ☐ Three years and Over

40. Have you been involved in any programs and/or activities of the local community school?

- ☐ Yes (Please continue from item 41 if you check 'Yes')
- ☐ No (Please go to item 44 if you check 'No')

41. How long have you been involved in programs and/or activities of the community school?

☐ Less than one year ☐ Two years

☐ One year ☐ Three years and Over

42. Please, briefly descsribe the nature of your involvement in the programs and/or activities of the community school below (e.g. instructor, member of committee, volunteer, student).

....

....

....

....

43. How satisfied have you been with the programs and/or activities you have been involved in at the community school?

☐ Very Satisfied

☐ Satisfied

☐ Moderately Satisfied

☐ Dissatisfied

☐ Very Dissatisfied

44. In the space provided below, please briefly state anything you would like to say about the operation of your local community school that has not been fully dealt with in the questionnaire; and about community schools generally in Alberta.

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THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

SECTION FIVE

FOR

ADULT MEMBERS OF THE COMMUNITY WHO DO NOT HAVE CHILDREN ATTENDING THE COMMUNITY SCHOOL.

TO INCLUDE:

1. THOSE INVOLVED IN PROGRAMS/ACTIVITIES OF THE SCHOOL, AND
2. SOMEBODY FROM COMMUNITY AT LARGE

Section Five
PERSONAL BACKGROUND

(Items in this section relate to the personal background of the respondent)

35. What is your gender/sex?

☐ Male
☐ Female

36. In which of the following age groups do you fall?

☐ Below 30 years
☐ 30-39 years
☐ 40-49 years
☐ 50-59 years
☐ 60-69 years
☐ 70 years and Over

37. What is the highest educational level that you have completed?

☐ Elementary
☐ Secondary/High School
☐ Non-University Post-Secondary e.g. NAIT
☐ University-Undergraduate
☐ University-Graduate

38. What is your current occupation, and position (if applicable) in the occupation? Please state below.

....

39. Have you been involved in any of the programs and/or activities of the local community school?

☐ Yes (Please continue from item 40 if you check 'Yes')
☐ No (Please go to item 43 if you check 'No')

40. How long have you been involved in programs and/or activities of the local community school?

☐ Less than one year
☐ One year
☐ Two years
☐ Three years and Over

41. Please, briefly describe the nature of your involvement in the local community school (e.g. instructor, member of committee, volunteer, student).

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42. How satisfied have you been with the programs and/or activities you have been involved in at the community school?

☐ Very Satisfied
☐ Satisfied
☐ Moderately Satisfied
☐ Dissatisfied
☐ Very Dissatisfied

43. In the space provided below, please briefly state anything you would like to say about the operation of your local community school that has not been fully dealt with in the questionnaire; and about community schools generally in Alberta.

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THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

APPENDIX XVI

(Letters to parents requesting permission for involvement of students in the study, and relevant note of consent forms)

University of Alberta
Edmonton
Canada T6G 2G5

Department of Educational Administration
Faculty of Education
7-104 Education Building North, Telephone (403) 432-5241

October 2, 1987

Dear Parent,

PARTICIPATION OF YOUR CHILD IN RESEARCH PROJECT--INDIVIDUAL INTERVIEW

Your child, whose name appears below, has been selected along with many other people associated with your local community school, to participate in a research project on community schools being conducted by Mr. James D. Quarshie as his Ph.D. thesis at the University of Alberta.

The research will attempt to describe the practices and characteristics of a number of community schools, including your local community school; and how the operation of each school is being affected by the recent budgetary cutback imposed on community schools by the government.

Your child will be interviewed by Mr. Quarshie, in an attempt to obtain students' perspective on the operation of your school. Information to be given by all respondents, including your child, will be treated as confidential. Your child's name will not thus be associated with any part of the final report.

I would be most grateful if you could allow your child to be interviewed by me at the school in course of the next two weeks.

If you agree to your child being interviewed by me, please sign the attached note of consent, and give it to your child to be returned to me at the school.

It is my hope that you will give favorable consideration to my request.

Thank you.

Sincerely yours,

James D. Quarshie (Researcher).

Name of Child..

cc. Principal.

A NOTE OF PARENTAL CONSENT--INDIVIDUAL INTERVIEW

I, the undersigned, permit my child whose name appears below to be interviewed by Mr. James D. Quarshie, as part of a research project being conducted on my local community school.

Name...

Signature.......................................

Date...

Name of Child...

University of Alberta
Edmonton
Canada T6G 2G5

Department of Educational Administration
Faculty of Education
7-104 Education Building North, Telephone (403) 432-5241

October 2, 1987.

Dear Parent,

PARTICIPATION OF YOUR CHILD IN RESEARCH PROJECT--CLASS INTERVIEW

Your child is in a class which is going to be interviewed by Mr. James D.Quarshie, as part of a research project being carried out from the Department of Educational Administration at the University of Alberta.

The research will attempt to describe the practices and characteristics of a number of community schools, including your local community school; and how the operation of each school is being affected by the recent budgetary cutback imposed on community schools by the government.

Your child is not going to be interviewed individually. Rather he/she will be a member of a group interview to be held in the school within the next two weeks by Mr. Quarshie with his/her class. The interview will attempt to obtain students' perspective on the operation of your local community school. Information to be given by any member of the class will be treated as confidential. Hence, no student's name will be associated with any part of the final report .

I would be most grateful if you could allow your child to be a member of the group to be interviewed by me, the researcher.

If you agree to your child being a member of the group to be interviewed, please sign the attached note of consent, and give it to your child to be returned to me at the school.

It is my hope that you will give favorable consideration to my request.

Thank you.

Sincerely yours,

James D. Quarshie (Researcher).

cc. Principal.

A NOTE OF PARENTAL CONSENT--CLASS INTERVIEW

I, the undersigned, permit my child whose name appears below to be a member of the class to be interviewed by Mr. James D. Quarshie, as part of a research project being conducted on my local community school.

Name of Child..

Name (Parent)..

Signature (Parent).....................................

Date...

APPENDIX XVII

INSTRUMENT FOR GATHERING DATA FROM SCHOOL RECORDS

1. Name of School:

2. Number of Grades in School:

Last Year:.................. This Year:..................

3. Number of classes at each Grade Level:

	Last Year	This Year
Grade One:	....	....
Grade Two:	....	....
Grade Three:	....	....
Grade Four:	....	....
Grade Five:	....	....
Grade Six:	....	....
Grade Seven:	....	....
Grade Eight:	....	....
Grade Nine:	....	....
Grade Ten:	....	....
Grade Eleven:	....	....
Grade Twelve:	....	....
Other (Please specify)		
i......................	....	....
ii....................	....	....

4. Number of available school facilities:

	Last Year	This Year
Classrooms:	....	....
Laboratories:	....	....
Typing Rooms:	....	....
Computer Rooms:	....	....
Community Room:	....	....
Gymnasia:	....	....
Cafetaria:	....	....
Play Fields:	....	....
Swimming Pool:	....	....
Libraries:	....	....
Industrial Arts Rooms	....	....
Home Economics Rooms:	....	....
Other (Please specify)		
i..........................		....
ii..........................		....
iii..........................		....
iv..........................		....

5. Community facilities used by the school for instructional purposes in both the regular school program, and non-regular school programs and activities for adults, pre-schoolers, and others. Please list below for last year and this year (Only names, numbers not necessary):

Last Year	This Year
i..	i..
ii..	ii..
iii..	iii..
iv..	iv..
v..	v..
vi..	vi..

6. Programs offered by the school:

	Last Year	This Year
i. Regular School Programs	a..............................	a..............................
	b..............................	b..............................
	c..............................	c..............................
	d..............................	d..............................
	e..............................	e..............................
	f..............................	f..............................
ii. Programs/activites for adults, pre-schoolers and others		
	a..............................	a..............................
	b..............................	b..............................
	c..............................	c..............................
	d..............................	d..............................
	e..............................	e..............................
	f..............................	f..............................
	g..............................	g..............................
	h..............................	h..............................

7. School Board(s) supporting the operation of the community school:

i..

ii..

iii..

8. What local agencies and organizations have co-operated with the school in the operation of community education. Please list below:

i..

ii..

iii..

iv..

9. Which community agencies, organizations, and groups made use of the school facilities for organizing their activities (educational, recreational, cultural, social, etc.) last year (i.e. 1st. September, 1986-31st. August, 1987)? Please list below, and indicate the period when each made use of the school facilities.

Agency/Organization/Group	Period
i..	....
ii..	....
iii..	....
iv..	....
v..	....
vi..	....
vii..	....
viii..	....
ix..	....
x..	....

10. Total number of regular school students:

	Last Year	This Year
Boys:	....	....
Girls:	....	....

11. Total number of adults taking part in programs and activities organized by the school (or by the school in conjunction with other social agencies/organizations):

	Last Year	This Year
Men:	....	....
Women:	....	....

12. Total number of school-age children taking part in non-regular programs and activities organized by the school (or by the school in conjunction with other agencies/organizations) outside the school hours:

	Last Year	This Year
Boys:	....	....
Girls:	....	....

13. Total number of pre-schoolers taking part in programs and activities organized by the school (or by the school in conjunction with other social agencies/organizations):

Last Year:...................... This Year:.....................

14. Age range of non-regular school people (from pre-schoolers to adults) participating in programs and activities organized by the school (or by the school in conjunction with other agencies/organizations):

From: ....years ....months, To:...............years ....months.

15. Number of full-time professional teachers:

Last Year:....................... This Year:.......................

16. Number of community members who were used as resource persons in teaching the regular school students last year:....................................

17. Number of community members who were used as "instructors" in the non-regular school programs and activities for adults, pre-schoolers, and others last year:.........................

18. Number of community members serving as volunteers in various activities of the school:

Last Year:.................... This Year:....................

19. Number of teacher aids:

Last Year:.................... This Year:....................

20. Number of other support staff:

Last Year:................... This Year:...................

21. Number of days of school operation in a week of seven days:

Last Year:.................... This Year:....................

22. On which days has the school NOT been operating? Please state below:

Last Year	This Year
i...	i....................................
ii...	ii....................................

23. Why has the school not been operating on the days stated in item 22?

....
....
....
....
....
....

24. Operating hours of the school:

		Last Year	This Year
FALL			
	Weekdays:	From........a.m. To......p.m.	From........a.m. To......p.m.
	Weekends:	From........a.m. To......p.m.	From........a.m. To......p.m.
WINTER			
	Weekdays:	From........a.m. To......p.m.	From........a.m. To......p.m.
	Weekends:	From........a.m. To......p.m.	From........a.m. To......p.m.
SPRING			
	Weekdays:	From........a.m. To......p.m.	From........a.m. To......p.m.
	Weekends:	From........a.m. To......p.m.	From........a.m. To......p.m.
SUMMER			
	Weekdays:	From........a.m. To......p.m.	From........a.m. To......p.m.
	Weekends:	From........a.m. To......p.m.	From........a.m. To......p.m.

25. Total number of months the school was in operation last year (that is, from 1st. September, 1986 to 31st. August, 1987).......................................

26. If the school was not in operation in any month(s), please state below the month(s), and briefly indicate why the school was not in operation during the month(s).

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THANK YOU VERY MUCH FOR YOUR TIME AND CO-OPERATION

APPENDIX XVIII*

Details on the Terms of Reference of the IDCSC

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*Materials contained in Appendices XVIII-XXII are included on permission from the Director, IDCSC.

Terms of Reference - IDCSC

The IDCSC has the following terms of reference.

1. The Committee shall have major responsibility for recommending to the Committee Departmental Deputy Ministers on the establishment, financing, functioning and modification of intra- and inter-departmental programmes and initiatives related to the community school and community education programmes and concepts as defined above. Departmental Deputies may, in turn, make recommendations to the IDCSC Ministers who constitute a Sub-Committee of the Social Planning Committee of the Cabinet.

2. The Committee may, from time to time, recommend on the initiation of research, preferably on an interdepartmental basis, in order to carry out its functions.

3. Initially, the Chairperson shall be from the Department of Education. Subsequent to a resolution of the Committee, a recomendation may be made to Departmental Deputy Ministers to appoint a Chairperson from another Member Department.

4. The Committee shall consist of one senior public servant for each of four Departments; Education, Advanced Education and Manpower, Recreation and Parks, and Culture.

5. Member Departments may send other public servants to sit with the Committee but each Department shall have one vote per resolution. Resolutions shall be carried by an affirmative vote of a majority of those present and eligible to vote on the Committee (simple majority).

6. Recommendations that do not have unanimous support from all Committee members shall be delt with by Departmental Deputy Ministers at a duly called Deputy or joint Committee/Deputy meeting.

7. In addition to its major recommendation functions, the Committee shall carry out other activities on a coordinated interdepartmental basis. These shall include:

   a. Information Service. Development and maintenance of a system for the collection and dissemination of information and research findings on the community school and community education concepts and related materials. Included with related materials are data on joint school/community use and construction or modification of school and municipal facilities for educational, recreational, cultural and other social purposes where this is seen as beneficial to the community. The information is to be actively but prudently disseminated to the limits of Departmental resources available for this purpose to schools, school systems and school trustees, municipalities and municipal councillors, recreation board members, cultural groups, further education councils, selected people in government, both appointed and elected, advanced educational institutions and any Alberta citizens who request to receive such materials. Resources of Departmental libraries shall be utilized in carrying out this function.

b. Consultation Service. Establishment, maintenance and distribution of an inventory of resource people on the community school and community education concepts and provision of a description of conditions under which consultation services are available to interested communities.

c. Inservice Education. Assistance in the provision of inservice training to teachers, recreation workers, cultural development people, school trustees, municipal councillors, recreation board members, adult educators, cultural workers and other community or government people interested in the community school and community education concepts. Such assistance shall be provided through the use of volunteers or through requests for utilization of various Government personnel, or personnel from post-secondary educational institutions.

d. Preservice Education. Through a close working relationship with Alberta's four universities, colleges and technical institutes, the encouragement of the offering of preservice community school and community education training and field experience for various people intending to enter or involved in the human service professions, particularly teachers and people in further education, recreation and cultural pursuits.

e. Educational and Community School Building Specifications. Assistance in the provision of educational and community specifications for new or modified school facilities to better accommodate the community school and community education concepts. No attempt shall be made to apply the educational/community specifications development process where there is not sufficient lead time for planning of a new or modified school/community facility. This assistance shall be provided by the Committee Executive Director and/or consultation provided from public servants within Committee Departments.

8. The IDCSC shall jointly employ an Executive Director and other staff as are necessary to assist the Committee in carrying out its functions.

APPENDIX XIX

IDCSC Assistance To School Boards/Municipalities
In Achieving
Designated Community School Status
For
Selected Schools

IDCSC Assistance to School Boards/Municipalities in Achieving Designated Community School Status for Selected Schools.

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1. The IDCSC assumes that to achieve status as an effective community school, substantive planning and preparation will be required at the school and community levels. This planning and preparation will be directed at moving the school and community in the direction of exhibiting the characterisitics of a community school outlined in the definition cited above. In turn, the IDCSC recognizes that communities and schools differ, therefore the application of the definition will differ in degree and kind in each school/community situation. The length of planning for Designated Community School status will also vary and could take up to one year or more to complete.

2. Normally, once a school/community indicates to the IDCSC through its School Board that it has declared community school status, the planning and preparation referred to above would be begun or be consolidated and move toward the completion of a plan (called a Community School Charter) and presentation to the IDCSC to show why the school/community merits designation under this programme.

   Presentation of the Charter to the IDCSC might be designed to take from an hour to an hour and one-half to deliver. The IDCSC refers to this Charter presentation as 'challenging' for designation. Before any Charter is presented to the IDCSC, it shall be reviewed by the IDCSC Executive Director.

3. Normally, the IDCSC expects that planning and preparation of a Community School Charter would be undertaken by a Planning Steering Committee established expressly for these purposes. The Planning Steering Committee would probably be disbanded on completion of its task and the leadership and advisory structures it recommends in the Charter would come into being. The Planning Steering Committee should include the following persons: the principal, a representative(s) of the teaching staff, a student representative, a parent representative, a representative from the community at large who is not a parent of a child in the school (community association representative, for example), a representative from the civic government (recreation board member or director recommended), a representative of the local further education council (coordinator recommended), and a representative from a cultural organization in the community. It is also suggested that the school janitor and a trustee and civic councilor be invited to be members of the Planning Steering Committee. As implied below, the Planning Steering Committee may also wish to have a Community School Friend become a member.

Interested Planning Steering Committees, through the School Superintendent, may ask for the consultation assistance of an IDCSC Community School Friend (CSF). A CSF would be a person fully familiar and experienced with the implementation and operation of a community school. Such people might be, for example, principals from currently functioning successful community schools. They might have other backgrounds too. A CSF is a part-time fee for service contractee of the IDCSC. CSF's services are provided at the expense of the Province.

Topics that might be covered in the planning and preparation for designation include the following kinds of things; effective meetings, good planning for special events, community curricular implementation strategies, working with volunteers, advice receiving and implementation, community school facilities specifications writing, workings of the Alberta recreation, further education and cultural systems, joint use agreements, interagency cooperation, study of significant community problems and issues, development of a sense of community, staff collegiality and professional development, strategies for effective community use of facilities, parent/school communication devices and so on.

4. A school and community, through its school board and local municipality, once having achieved declared community school status, may challenge for designation without the assistance of a CSF.

However, it is the belief of the IDCSC that processes associated with the operation of a community school are probably as important, or more important, than any grant monies associated with this programme position. It may well be the case that many schools seeking designation may benefit from the palnning and preparation sufficiently to function as a community school with very little added financial resources, leaving a financial reserve that can be used by other schools seeking designation.

The objective though, is to provide a school and community the resources needed to function as a Designated Community School, keeping in mind the idea of doing more with less so as many schools/communities as possible can take effective advantage of the programme.

APPENDIX XX

GUIDELINES FOR PREPARATION OF A DESIGNATED COMMUNITY SCHOOL CHARTER

The following is a suggested format that could be used by the Planning Steering Committee in preparation of a designated community school Charter (or brief) under the Alberta Community School Programme Position. This format is not intended to be prescriptive and is not intended to stifle originality.

Logo. If one is in use this could be used on cover, etc.

1. Summary for Convenience

   This section should give a brief overview of the Charter and summarizes the financial and staff request under Interdepartmental Community School Committee Document #35.

2. Table of Contents

3. Acknowledgements

   This acknowledges persons who helped prepare document, i.e., Planning Steering Committee members, typists, volunteer workers, etc.

4. Resolutions, Agreements

   a) Motions required for designation from school board (2), municipality, and principal, teachers and support staff.

   b) Facility agreement, amended as it pertains to the Designated Community School indicating provision for community use with costs offset by the community use grant where applicable.

   c) Signatures of parties endorsing this charter (including endorsation from the school and municipal governments).

5. Introduction

   Would outline the process by which the document was prepared. A brief diary of events in the production of the Charter would be useful.

6. Description of School and Community

   a) Map

   b) Information
      - demographic
      - geographic
      - ethnic/cultural background
      - economic base (business industry)
      - community services

a) social
b) recreational
c) educational
d) cultural

"The above sections might be done as part of a school class assignment.

c) Future plans and trends for community

c) Grades, number of teachers, subject specialties, brief history of school, any applicable future trends.

7. Philosophy

a) School System educational philosophy and related community school statements, if any on record.

b) School philosophy and goals, if any on record.

c) Community school definition that will be used, and if different from ACSPP definition, indicate how and why.

> Sections 8 to 11 should be considered as a unit. Try to interrelate the objectives in behavioural format to strategies for implementation, evaluation plans and the budget, which should indicate the grants needed to achieve the stated objectives.

8. Goals and objectives for each of the ten community school characteristics of the ACSPP Community School definition (or otherwise). Sections 8 and 9 might be combined, at least in part. A set of objectives could be written for each characteristic in a behavioural format, e.g., answering the W5 questions. This is the most important part of the Charter.

9. Implementation strategies for each of the ten characteristics plus:

   a) Organizational chart.
   b) Staffing Pattern as it relates to the leadership grants claimed. This section should show who will do what leadership jobs in what position/time ratios.
   c) Design of or details on community involvement.
      (1) Advisory mechanisms from staff, students, parents, agents and community at large.
   d) Procedure for encouraging the users (school and community) to clean up after themselves when finished using a room in the community school.
   e) Amendment procedures for the Charter.

f) Description of community use of facilities agreement and policies applicable to this school.

g) In-Service plan for the use of community education processes in the Designated Community School (IDCSC Document #35, Pages 23, e.g., effective meetings, planning for special events. Methods for dealing with community issues, strategies for encouraging school espirit de corps and teach self-help development, etc.)

10. Evaluation Plan

Self evaluation plans for the Designated Community School, to determine annual progress made in achieving objectives and identifying areas in need of improvement. Plans for an annual self evaluation might include:

a) Purposes of evaluation
b) Audiences for evaluation report
c) Scope of evaluation (what is to be evaluated, e.g., progress on plans for each of the ten community school characteristics).
d) Sources of information (e.g., teachers, students, parents, agencies, documents)
e) Measurement instruments (e.g., interviews, questiomaires, etc.)
f) Resources (who will do evaluation)
g) When evaluation will be carried out in order to be useful for decision makers.

11. Budget

a) The budget should include the completed IDCSC Designated Community School Approval and Grants Payment Schedule Form. The leadership grant section should correspond to 9-b above. Data should be included here on the secretarial section showing an hourly secretarial rate times the estimated hours of secretarial time. Data should also be included here showing the number of hours for community use other than when the school would normally be open for school use.

b) Other projected expenditures and revenues as appropriate for the Designated Community School.

12. Appendices

a) Supporter signatures
b) Joint use agreement
c) Script for "Challenge" (outline for Challenge Presentation)

13. Bibliography

a) References consulted
b) Resource personnel consulted

APPENDIX XXI

Guideline Criteria for Designated Community Schools

Guideline Criteria for Designated Community Schools (DCS's) and IDCSC - Designation Considerations

a. Guideline Criteria for Designation

Those schools which become eligible for Provincial Government support to function as community schools as defined in the Alberta Community School Programme Position Document shall be known as Designated Community Schools.

While the staff in any school in the Province may desire to have the school exhibit selected community school characteristics without being officially considered a Designated Community School under the programme, a school may become a Designated Community School where the guidelines below are followed in general:

1. The School Board agrees by resolution to declare the school a community school with the intent that the school will plan to exhibit characteristics of a community school as stated in the Government of Alberta Community School Programme Position in order to qualify as a Designated Community School. **
2. The Municipal Council agrees by resolution to support as far as is practicable the establishment and functioning of the community school.
3. The School Board agrees by resolution that the programming of the community school shall rest on a commitment by the Board to interagency cooperation and coordination.
4. Consistent with Criteria 2 and 3, the School Board and Municipal Council have a joint use of school/community resources agreement or policy that encourages mutual school and public use of selected school and municipal facilities for educational, recreational, cultural and other social purposes.
5. There is evidence that the school principal, teaching faculty and support staff endorse the school being declared a community school. (A resolution of endorsement by Ballot of declared community school status supported by the principal and a majority of the teaching and support staff would constitute such evidence.)
6. The principal teacher of the declared community school can demonstrate to the IDCSC understanding of and commitment to the community school and community education concepts.

** A school formally involved in the process of achieving status as a Designated Community School under this programme is referred to as a declared community school.

7. The declared community school has an acceptable effective community school advisory arrangement with teacher, interagency, community, student, and parental involvement that gives the school operational advice, and the school has a written policy and procedure for soliciting broadly based regular and systematic parental and community involvement in the affairs of the School.

8. The declared community school can document satisfactory progress in terms of planning and preparation directed toward exhibiting ideal characteristics of a community school. Such planning and preparation might take place over at least a one year trial period after the date of receipt by the IDCSC of formal School Board/Municipal Council declaration of community school status.

9. A School Board and Municipality may jointly propose to the IDCSC amendments to the above guidelines to make them more exactly fit local circumstances in implementing the community school concept stated in this policy.

10. The IDCSC may make available consultation staff to assist a declared community school in achieving designation status.

11. Normally, a school seeking designation status shall present a brief or Charter (challenge for designation) to the IDCSC which documents the school and community readiness for designation under this programme position.

b. IDCSC Designation Considerations

1. The provisions for designation of a declared community school and the nature and amount of provincial grants in support of a Designated Community School shall be subject to modification by resolution of the IDCSC in order to make said provisions and grants more exactly accommodate local conditions.

2. The IDCSC shall control the rate of designation of community schools according to the limitations of the amounts of monies appropriated to Members Departments for the financial assistance programmes that are available to schools which are designated as community schools.

3. Where the number of applications for Designated Community Schools exceeds the monies appropriated, the IDCSC shall recommend Designation for those applicants with the greatest demonstrated commitment in practice and in planning to the community school definition cited in the community school programme position.

4. The IDCSC shall require a DCS to set yearly operational objectives and report annually to the Committee on progress made on those objectives.

5. The IDCSC shall arrange for regular monitoring of DCS's.

6. The IDCSC shall approve designation of community schools for five year terms and shall arrange for evaluation of each DCS during each of the years of the term.

7. The IDCSC may withdraw designation from a community school at any time should the school fail to exhibit or make satisfactory progress toward the community school characteristics that warranted awarding of designation. Withdrawal of designation shall take effect on the August 1st following the decision to withdraw.

8. In the event that a school/community is unsuccessful in its challenge for Designated Community School Status, the school/community may appeal the decision of the IDCSC to the Deputy Minister of Education who will rule on the appeal in consultation with the Deputy Ministers of other Government departments cooperating in the Alberta Community School Programme Position.

9. The IDCSC shall arrange for an independent evaluation of the Community School Policy, Principles and Procedures. This evaluation shall be carried out in the fourth year of the programme (1983/84).

APPENDIX XXII

Details on the Nature and Amount of Grants Available to Designated Community Schools

Details on the Nature and Amount of Grants Available for a Designated Community School

A School Board in cooperation with the local Municipality operating a Designated Community School is eligible for elements or portions of elements of leadership and administration grants as follows:

1. Leadership (for employment of a person and/or part-time persons to perform roles described below.)

   a. The Community School Curricular and Professional Development Element. This grant is available to a DCS for employment of a part-time certificated teacher or person with other qualifications acceptable to the School Board/Municipality and the IDCSC to work in a leadership/administrative role in encouraging the development of characteristics 1, 3 and 9 of the community school definition and aspects of characteristics of 2, 4 and 5.

      The grant is designed to encourage and facilitate the certificated teachers on the school staff to develop and implement community school related curriculum. The role involves facilitating or administering study of the community in the community, work experience, work study, educational community service, use of community resource people and materials in the classroom, adult credit programmes, adult basic literacy programmes, educational activities involving heterogeneous age groupings, across age student tutoring, parental curricular advice, study of significant community problems or issues, collegially based teaching improvement processes, and curriculum related school administrative functions.

      The grant is .7 of the incumbent's locally determined salary, or if a certificated teacher, the teacher's salary on the locally applicable teachers' salary grid based on the portion of the teacher's time assigned to these functions to a maximum of $13,300.00. Normally, the incumbent would be expected to work 3/8 to 1/2 time in this role. Boards are encouraged to assign this role to experienced people with proven leadership abilities.

   b. The School/Community Liaison Element. This grant is available to a DCS for employment of a part-time certificated teacher or person with a university degree in recreation, cultural development, adult education or related social service field or other qualifications acceptable to the School Board/Municipality and the IDCSC to work in a leadership/administrative role in encouraging the development of characteristics 6, 7 and 8 of the community school definition and aspects of characteristic 2.

The role involves facilitating or administering effective cooperation and liaison between the school, its teachers and other community agencies and the community at large. It includes development and supervision of implementation of policies and procedures for community use of school facilities and resources. This might include initiatives to modify the facilities to make them more amenable to community use for educational, recreational, cultural and other uses. The role also encompasses the development and administration of a community/school volunteers programme.

The grant is .7 of the locally determined salary of the incumbent based on the portion of the time assigned to the role to a maximum of $13,300.00. Normally the incumbents would be expected to work 3/8 to 1/2 time in this role.

c. The Further Education and Career Orientation Element. This grant is available to a DCS for employment of a part-time certificated teacher or person with a university degree in adult education, recreation, cultural development or other related social service field or other qualifications acceptable to the School Board/Municipality and IDCSC in encouraging the development of aspects of characteristics 4, 5 and 9 of the community school definition.

The grant is designed to encourage programming by the DCS in the further education field and facilitation of such programming in school facilities by other community agencies through cooperative arrangements with the School Board. A second function of the incumbent is to provide information to adults and young people in the community on career possibilities and training programmes and to act as a referral agent to Alberta Career Centres. The incumbent shall also facilitate the inclusion of a career element in the school's counselling capability. The incumbent might also work to facilitate early childhood programming through the school with the approval of the IDCSC and appropriate Departmental people with Provincial responsibilities in this area.

This grant is .7 of the incumbents locally determined salary based on the portion of time assigned to the role to a maximum of $6,650.00. Normally the incumbent is expected to work 1/4 to 1/2 time in this role. The grant is made with the knowledge of Advanced Education and Manpower through the IDCSC and is made in lieu of any grant made for offering further education courses and providing leadership and service for a designated Local Further Education Council under Procedure 8, the Advanced Education and Manpower Further Education Policy, Guidelines and Procedures which might be applied in the operation of the DCS. The career orientation function does not apply where a DCS also operates as a Community Career Centre with a full-time staff member from A.E.M. employed.

2. Administration

   a. The Community School Secretarial Support Element. This grant is available to hire a secretary with basic supplies to work full or part-time in support of the person(s) performing the role or roles as outlined in the above elements of the Designated Community School Leadership Grants.

      This grant is approximately 1/2 of the amount awarded for the other elements cited above ($16,750). The exact proportion of the Secretarial Support Grant relative to the grants for Elements 1a, b and c is subject to the approval of the IDCSC.

   b. The Community Use of Schools Element. A Designated Community School is eligible to claim a grant of up to $12.00 for each hour the school is used for community purposes to a maximum of 1,540 hours. Community purposes shall include any socially constructive activity by any community grouping which is non-profit in nature. The activity shall be conducted at a time when the school is not normally in operation to serve the basic educational needs of full-time day students. This figure includes recompense for janitorial/facilities supervision costs, utilities costs, depreciation costs to School Boards because school facilities are available for extensive community use, and other direct costs associated with making the facilities available for community use as defined above. School facilities where feasible, will be made available at little or no charge to user groups. Any user charge is to be reduced by the amount of grant monies available per community use hour in this grant. Normally, the total per annum grant available is not to exceed a claim for 1540 hours of community use.

      In order to qualify, a Designated Community School must submit a projected schedule of use and may be asked to set up a procedure to determine actual janitorial/facilities supervision costs, utilities and depreciation costs due specifically to community use.

   The above cited grants or portions thereof are available annually to Designated Community Schools throughout the term of the designation period.

3. Flexibility Grant

   This grant is made to provide the Designated Community School with some monies that may be used at the discretion of the Principal Teacher, with the advice from the advisory mechanisms outlined on p. 15, para 7, for the advancement of the objectives of the Designated Community School or to otherwise foster the effective functioning of the Designated Community School. Unless the community school is exempted by the school board, such expenditures must be consistent with school board policies that apply to expenditures for schools in general. A record shall be kept by the Principal Teacher of the utilization of this grant for possible audit by the IDCSC. The grant shall be up to 10% of the grants paid by the IDCSC in sections 1 and 2 above to a maximum of $5,000 per annum.

4. Other Grant Provisions

   a. After consultation with the IDCSC, should a School Board/Municipality find the above cited grant provisions not suitable to local implementation and operation of community schools in their jurisdictions, they may present a brief for disposition by the IDCSC showing cause for change and proposing alternate criteria, considerations, and grant provisions.

   b. Normally, grant provisions under this section shall not exceed the maximum grants available for a Designated Community School under the guideline criteria set out in 1, 2 and 3 above ($73,480 per Designated Community School).

APPENDIX XXIII

In the past year or two, how much emphasis did the school (or did you perceive the school) put on each of the events/activities listed below? In your opinion, was the emphasis put on each event/activity by the school "Too Much," "Adequate," or "Too Little"? -- Kropong Community School.

Perceived Emphasis	
5	Very Strong
4	Strong
3	Moderate
2	Little
1	None

Adequacy	
3	Too Much
2	Adequate
1	Too Little

(RESPONSES OF ALL STUDY PARTICIPANTS OF THE SCHOOL)

Perceived Emphasis				Adequacy		
N	$\bar{X}$.	SD	EVENTS/ACTIVITIES	N	$\bar{X}$.	SD
15	3.9	.74	1. Regular school teachers serving on committees and other administrative bodies of the school.	15	2.1	.26
15	3.9	.74	2. The school facilities being made available for use by members of the community BEFORE and AFTER each school day, during the school year.	15	2.0	.00
14	3.9	1.03	3. The school facilities being made available for use by members of the community all day during the weekends in course of the school year.	14	2.0	.00
14	3.8	1.05	4. The school facilities being made available for use by members of the community when regular students are on holidays or vacation.	14	1.9	.27
13	3.7	.95	5. The school co-operating with other community agencies and organizations to provide cultural, educational, recreational, and other social services to the people of the community.	13	2.0	.00
14	3.6	1.02	6. Regular school teachers participating in making decisions about implementation of subjects/courses to be taught in the regular school program.	14	1.9	.36
15	3.5	.74	7. Parents of regular school students helping regular school teachers through voluntary work.	15	1.7	.49
15	3.5	.83	8. The school co-operating with the community in the operation of the school.	15	1.9	.35
13	3.5	1.05	9. The school facilities being used by the social agencies and organizations for the delivery of their services to the community.	13	1.9	.28
12	3.4	.79	10. Regular school students studying local community issues and problems.	11	1.8	.41
15	3.3	.89	11. Regular school teachers making use of regular school students as resource persons in the process of teaching.	14	1.9	.27

APPENDIX XXIII (Cont'd)--Kropong

Perceived Emphasis N	Perceived Emphasis X̄.	Perceived Emphasis SD	EVENTS/ACTIVITIES	Adequacy N	Adequacy X̄.	Adequacy SD
14	3.3	.91	12. Regular school students using physical facilities in the community for learning purposes.	14	1.9	.36
15	3.3	1.03	13. The school making use of community people as guest speakers in regular school classes.	14	1.7	.47
15	3.1	.64	14. The school serving as a co-ordinating agency for all social service agencies operating in the community.	14	2.0	.00
13	3.1	.76	15. School support staff serving on committees and other administrative bodies of the school.	11	1.8	.41
16	3.1	1.03	16. Parents of regular school students serving as members of committees and other administrative bodies of the school.	16	1.8	.45
14	3.1	1.07	17. Parents of regular school students participating in making decisions about non-regular school programs/activities for adults, pre-schoolers and others.	14	1.6	.50
14	3.1	1.23	18. The school facilities being made available to community members, other than regular students, from 8:00 am to 4:00 pm during the weekdays, for educational, cultural, recreational, and other social purposes.	12	1.9	.29
14	3.0	.56	19. Regular school students providing service to the community while learning.	15	1.7	.49
14	3.0	.88	20. The school organizing programs/activities for school-age children outside the regular school hours.	14	1.8	.58
13	2.9	.64	21. Instructors of non-regular school programs/activities participating in making decisions about non-regular school programs/activities for adults, pre-schoolers, and others.	13	1.8	.38
15	2.9	.92	22. Parents of regular school students participating in making decisions about implementation of subjects/courses to be taught in the regular school program.	14	1.9	.36
16	2.9	1.09	23. Other community members, apart from parents of regular students, helping regular school teachers through voluntary work.	15	1.5	.52
13	2.8	.93	24. Community members serving as instructors in the non-regular school programs/activities for adults, pre-schoolers, and others.	11	1.6	.51
14	2.8	.98	25. Regular school teachers learning from parents and other community members.	13	1.8	.44
13	2.8	1.01	26. School support staff participating in making decisions about implementation of subjects/courses to be taught in the regular school program.	14	1.9	.36
9	2.8	1.09	27. Adult students and clients participating in making decisions about implementation of subjects/courses to be taught in the regular school program.	8	1.9	.35

APPENDIX XXIII (Cont'd)--Kropong

Perceived Emphasis				Adequacy		
N	$\overline{X}$.	SD	EVENTS/ACTIVITIES	N	$\overline{X}$.	SD
13	2.8	1.30	28. Regular school teachers serving as instructors in the non-regular school programs/activities for adults, pre-schoolers, and others.	13	1.5	.52
14	2.7	.73	29. School support staff participating in making decisions about non-regular school programs/activities for adults, pre-schoolers, and others.	13	1.8	.44
15	2.7	.80	30. School volunteer staff serving on committees and other administrative bodies of the school.	14	1.8	.43
12	2.7	.89	31. Other community members, apart from parents of regular school students, participating in making decisions about non-regular school programs/activities for adults, pre-schoolers, and others.	11	2.0	.45
12	2.7	.89	32. Other community members, apart from parents of regular students, serving on committees and other administrative bodies of the school.	11	1.7	.65
13	2.7	.95	33. Other community agencies participating in making decisions about non-regular school programs/activities for adults, pre-schoolers, and others.	11	1.8	.41
10	2.7	1.06	34. Adult students and clients participating in making decisions about non-regular school programs/activities for adults, pre-schoolers, and others.	9	1.9	.33
14	2.6	.75	35. School volunteer staff participating in making decisions about implementation of subjects/courses to be taught in the regular school program.	13	2.0	.00
15	2.6	.83	36. Regular school teachers participating in making decisions about non-regular school programs/activities for adults, pre-schoolers, and others.	15	1.9	.35
14	2.6	.84	37. School volunteer staff participating in making decisions about non-regular school programs/activities for adults, pre-schoolers, and others.	13	2.0	.00
12	2.5	.80	38. The school organizing programs/activities which brought together people of different age groups.	10	1.4	.52
10	2.5	.97	39. Regular school students participating in making decisions about non-regular school programs/activities for adults, pre-schoolers, and others.	9	1.8	.44
11	2.5	1.04	40. Community agencies being represented on committees and other administrative bodies of the school.	11	1.6	.51
10	2.3	.82	41. Regular school students participating in making decisions about implementation of subjects/courses to be taught in the regular school program.	9	1.9	.33

APPENDIX XXIII (Cont'd)--Kropong

Perceived Emphasis N	Perceived Emphasis X̄.	Perceived Emphasis SD	EVENTS/ACTIVITIES	Adequacy N	Adequacy X̄.	Adequacy SD
13	2.3	.86	42. Other community members, apart from parents of regular school students, participating in making decisions about implementation of subjects/courses to be taught in the regular school program.	12	1.8	.45
12	2.2	.72	43. The school organizing programs/activities for adults, other than senior citizens.	10	1.5	.53
11	2.2	.79	44. Instructors of non-regular school programs/activities participating in making decisions about implementation of subjects/courses to be taught in the regular school program.	9	1.9	.33
13	2.1	.86	45. The school organizing programs/activities for pre-schoolers.	11	1.6	.51
9	2.1	.93	46. Regular school students engaging in work experience programs in the community.	8	1.6	.52
11	2.1	1.22	47. Regular school students serving on committees and other administrative bodies of the school.	11	1.3	.47
9	2.0	.87	48. Adult students and clients serving on committees and other administrative bodies of the school.	8	1.4	.52
11	2.0	1.00	49. Instructors of non-regular school programs/activities serving on committees and other administrative bodies of the school.	10	1.3	.48
12	1.9	.67	50. The school organizing programs/activities for senior citizens.	11	1.5	.52
11	1.9	1.04	51. Other community agencies participating in making decisions about implementation of subjects/courses to be taught in the regular school program.	9	1.9	.33
11	1.7	.65	52. The school organizing educational, cultural, recreational, and other social activities for community members (other than regular students) from 8:00 am to 4:00 pm during the weekdays, in COMMUNITY FACILITIES (other than the school).	7	1.9	.69

APPENDIX XXIV
KROPONG COMMUNITY SCHOOL--STUDENT IDENTIFICATION

PHOTO

SURNAME GIVEN NAMES

ADDRESS

PHONE EMERGENCY PHONE

PARENT/GUARDIAN NAME AND ADDRESS

DATE OF BIRTH SEX

HEIGHT WEIGHT

IDENTIFYING CHARACTERISTICS

HAIR EYES

DR.'S NAME DR.'S PHONE NUMBER

MEDICAL INFORMATION (ALLERGIES,ETC.)

DATE

	THUMB	INDEX	MIDDLE	RING	LITTLE
RIGHT					
LEFT					

IF ANY FINGERPRINT IS NOT RECORDED GIVE REASON - IF AMPUTATED GIVE DATE

FOUR FINGERS PRINTED SIMULTANEOUSLY	LEFT THUMB	RIGHT THUMB	FOUR FINGERS PRINTED SIMULTANEOUSLY

APPENDIX XXV

In the past year or two, how much emphasis did the school (or did you perceive the school) put on each of the events/activities listed below? In your opinion, was the emphasis put on each event/activity by the school "Too Much," "Adequate," or "Too Little?" -- Ekura Community School

Perceived Emphasis	
5	Very Strong
4	Strong
3	Moderate
2	Little
1	None

Adequacy	
3	Too Much
2	Adequate
1	Too Little

(BASED ON RESPONSES OF ALL QUESTIONNAIRE RESPONDENTS FOR THE SCHOOL)

Perceived Emphasis			EVENTS/ACTIVITIES	Adequacy		
N	$\overline{X}$.	SD		N	$\overline{X}$.	SD
22	4.3	1.00	1. The school facilities being made available for use by members of the community BEFORE and AFTER each school day, during the school year.	22	2.0	0.00
22	4.2	0.69	2. The school facilities being used by other social agencies/organizations for the delivery of their services to the community.	22	2.0	0.00
23	4.0	0.93	3. The school co-operating with other community agencies/organizations to provide cultural, educational, recreational, and social services to the people of the community.	23	2.0	0.21
22	4.0	1.00	4. Community members serving as instructors in the non-regular school programs and activities for adults, pre-schoolers, and others.	23	1.9	0.34
18	3.8	0.81	5. Instructors of non-regular school programs and activities participating in making decisions about non-regular school programs and activities for adults, pre-schoolers, and others.	18	1.9	0.24
16	3.8	1.05	6. Regular school teachers participating in making decisions about implementation of subjects and courses to be taught in the regular school program.	16	2.0	0.00
23	3.7	0.93	7. The school co-operating with the community in the operation of the school.	23	1.9	0.29
19	3.7	0.99	8. The school serving as a co-ordinating agency for all social service agencies operating in the community.	19	2.0	0.21

APPENDIX XXV (Cont'd)--Ekura

Perceived Emphasis			EVENTS/ACTIVITIES	Adequacy		
N	$\overline{X}$.	SD		N	$\overline{X}$.	SD
17	3.7	1.00	9. Adult students and clients participating in making decisions about non-regular programs and activities for adults, pre-schoolers, and others.	17	2.0	0.00
21	3.7	1.15	10. The school facilities being made available for use by members of the community all day during the week-ends in course of the school year.	21	2.0	0.22
19	3.6	1.07	11. Community agencies being represented on committees and other administrative bodies of the school.	19	2.0	0.00
22	3.6	1.18	12. Parents of regular school students participating in making decisions about non-regular school programs and activities for adults, pre-schoolers, and others.	22	1.9	0.30
20	3.5	1.01	13. Regular school teachers serving on committees and other administrative bodies of the school.	20	1.8	0.44
17	3.5	1.23	14. School support staff participating in making decisions about non-regular school programs and activities for adults, pre-schoolers, and others.	17	2.0	0.00
18	3.4	1.00	15. Other community members, apart from parents of regular students, participating in making decisions about non-regular programs and activities for adults, pre-schoolers, and others.	18	1.9	0.24
19	3.4	1.01	16. Other community members, apart from parents of regular students, serving on committees and other administrative bodies of the school.	19	1.7	0.45
23	3.4	1.03	17. Regular school students using physical facilities of the community for learning purposes.	23	1.9	0.34
21	3.4	1.03	18. The school organizing programs and activities that brought together people of different age groups.	21	1.9	0.36
21	3.4	1.08	19. The school organizing programs and activities for adults, other than senior citizens.	18	2.0	0.00
17	3.4	1.23	20. School support staff serving on committees and other administrative bodies of the school.	15	2.0	0.38
21	3.3	1.06	21. The school making use of community people as guest speakers in regular School classes.	21	1.8	0.44
18	3.3	1.13	22. Other community agencies participating in making decisions about non-regular programs and activities for adults, pre-schoolers, and others.	18	1.9	0.32

APPENDIX XXV (Cont'd)--Ekura

Perceived Emphasis				Adequacy		
N	$\bar{X}$.	SD	EVENTS/ACTIVITIES	N	$\bar{X}$.	SD
20	3.3	1.17	23. Parents of regular students serving as members of committees and other administrative bodies of the school.	20	1.7	0.47
21	3.2	1.03	24. The school organizing programs and activities for school-age children outside the regular school hours.	21	1.9	0.36
18	3.1	0.90	25. Regular school teachers making use of regular students as resource persons in the process of teaching.	17	1.8	0.44
18	3.1	0.96	26. The school organizing programs and activities for pre-schoolers.	19	1.9	0.24
18	3.1	1.11	27. Parents of regular school students helping regular school teachers through voluntary work.	18	1.6	0.50
14	3.1	1.21	28. School volunteer staff serving on committees and other administrative bodies of the school.	11	1.9	0.30
21	3.1	1.22	29. Regular school students engaging in work experience programs in the community.	20	1.6	0.50
21	3.1	1.35	30. The school facilities being made available to community members, other than regular students, from 8:00 am to 4:00 pm during the weekdays, for educational, cultural, recreational, and social purposes.	20	1.9	0.31
19	3.0	0.90	31. Regular school teachers participating in making decisions about non-regular school programs and activities for adults, pre-schoolers, and others.	19	1.8	0.38
21	3.0	0.97	32. Regular school students providing service to the community while learning.	18	1.8	0.43
18	3.0	1.00	33. The school organizing programs and activities for senior citizens.	16	1.9	0.25
19	2.8	1.07	34. Regular school teachers learning from parents and other community members.	17	1.8	0.44
18	2.8	1.11	35. Instructors of non-regular school programs and activities serving on committees and other administrative bodies of the school.	13	2.0	0.00
16	2.7	0.87	36. Regular school students studying local community issues and problems.	15	1.5	0.51
11	2.7	1.01	37. School volunteer staff participating in making decisions about non-regular school programs and activities for adults, pre-schoolers, and others.	10	1.8	0.42
16	2.7	1.20	38. Adult students and clients serving on committees and other administrative bodies of the school.	12	1.8	0.39

APPENDIX XXV (Cont'd)--Ekura

Perceived Emphasis			EVENTS/ACTIVITIES	Adequacy		
N	$\overline{X}$.	SD		N	$\overline{X}$.	SD
17	2.6	0.86	39. Regular school students participating in making decisions about non-regular school programs and activities for adults, pre-schoolers, and others.	16	1.9	0.25
21	2.6	0.93	40. Regular school teachers serving as instructors in the non-regular school programs and activities for adults, pre-schoolers, and others.	18	1.7	0.46
19	2.6	1.11	41. Other community members, apart from parents of regular students, helping regular school teachers through voluntary work.	18	1.6	0.51
13	2.3	0.95	42. Regular school students participating in making decisions about implementation of subjects and courses to be taught in the regular school program.	13	1.9	0.28
19	2.3	1.16	43. Parents of regular school students participating in making decisions about implementation of subjects/courses to be taught in the regular school program.	17	1.8	0.44
14	2.3	1.20	44. School support staff participating in making decisions about implementation of subjects and courses to be taught in the regular school program.	14	2.0	0.00
16	2.3	1.25	45. Regular school students serving on committees and other administrative bodies of the school.	15	1.5	0.52
13	2.2	1.17	46. Other community agencies participating in making decisions about implementation of subjects and courses to be taught in the regular school program.	11	1.8	0.41
19	2.2	1.26	47. The school facilities being made available for use by members of the community when regular students are on holidays or vacation.	16	1.8	0.40
17	2.1	1.11	48. Other community members, apart from parents of regular students, participating in making decisions about implementation of subjects and courses to be taught in the regular school program.	15	1.9	0.35
11	2.1	1.14	49. Instructors of non-regular school programs and activities participating in making decisions about subjects and courses to be taught in the regular school program.	11	1.9	0.30
18	1.9	0.83	50. The school organizing educational, cultural, recreationa, and social activities for community members (other than regular students) from 8:00 am to 4:00 pm during the weekdays, IN COMMUNITY FACILITIES (other than the school).	14	1.6	0.50
12	1.8	1.34	51. Adult students and clients participating in making decisions about implementation of subjects and courses to be taught in the regular school program.	10	1.9	0.32
9	1.6	0.88	52. School volunteer staff participating in making decisions about implementation of subjects and courses to be taught in the regular school program.	8	1.8	0.46

APPENDIX XXVI

In the past year or two, how much emphasis did the school (or did you perceive the school) put on each of the events/activities listed below? In your opinion, was the emphasis put on each event/activity by the school "Too Much," "Adequate," or "Too Little"? -- Sikammba Community School.

Perceived Emphasis

5 Very Strong
4 Strong
3 Moderate
2 Little
1 None

Adequacy

3 Too Much
2 Adequate
1 Too Little

(BASED ON RESPONSES OF ALL QUESTIONNAIRE RESPONDENTS FOR THE SCHOOL)

Perceived Emphasis			EVENTS/ACTIVITIES	Adequacy		
N	$\overline{X}$.	SD		N	$\overline{X}$.	SD
14	4.5	0.52	1. The school making use of community people as guest speakers in regular school classes.	15	2.0	0.00
12	4.3	0.62	2. The school facilities being made available for use by members of the community BEFORE and/or AFTER each school day, during the school year.	13	2.1	0.28
14	4.3	0.73	3. Parents of regular school students helping regular school teachers through voluntary work.	15	1.9	0.46
13	4.0	0.91	4. The school facilities being used by other social agencies/organizations for the delivery of their services to the community.	13	2.0	0.00
14	3.9	0.77	5. Regular school students using physical facilities of the community for learning purposes.	14	2.0	0.00
13	3.9	0.95	6. Regular school teachers serving on committees and other administrative bodies of the school.	13	2.1	0.28
11	3.7	1.01	7. Regular school teachers participating in making decisions about implementation of subjects and courses to be taught in the regular school program.	11	1.9	0.30
12	3.7	1.16	8. The school facilities being made available for use by members of the community all day during the week-ends in course of the school year.	12	2.0	0.00
10	3.6	0.84	9. Community members serving as instructors in the non-regular school programs and activities for adults, pre-schoolers, and others.	10	1.9	0.32

APPENDIX XXVI (Cont'd)--Sikamnba

Perceived Emphasis			EVENTS/ACTIVITIES	Adequacy		
N	$\overline{X}$.	SD		N	$\overline{X}$.	SD
13	3.6	0.87	10. The school co-operating with other community agencies/organizations to provide cultural, educational, recreational, and social services to the people of the community.	14	1.9	0.36
13	3.5	0.66	11. The school co-operating with the community in the operation of the school.	14	1.9	0.28
13	3.3	0.75	12. Regular school students studying local community issues and problems.	13	1.9	0.28
14	3.3	0.99	13. The school organizing programs and activities for school-age children outside the regular school hours.	15	1.9	0.35
14	3.2	0.43	14. Parents of regular school students serving as members of committees and other administrative bodies of the school.	14	1.9	0.36
13	3.2	0.83	15. Other community members, apart from parents of regular students, helping regular school teachers through voluntary work.	14	1.9	0.48
13	3.1	0.64	16. Regular school students providing service to the community while learning.	13	1.6	0.51
12	3.1	1.44	17. Parents of regular school students participating in making decisions about implementation of subjects/courses to be taught in the regular school program.	13	1.8	0.44
14	3.0	0.78	18. Regular school teachers learning from parents and other community members.	15	1.7	0.46
11	2.9	0.70	19. Regular school teachers making use of regular students as resource persons in the process of teaching.	10	1.5	0.53
10	2.9	1.20	20. Other community agencies participating in making decisions about non-regular programs and activities for adults, pre-schoolers, and others.	9	2.1	0.33
13	2.8	0.69	21. Regular school students serving on committees and other administrative bodies of the school.	13	1.8	0.44
11	2.8	1.40	22. The school facilities being made available for use by members of the community when regular students are on holidays or vacation.	9	1.8	0.44
4	2.8	1.50	23. Adult students and clients participating in making decisions about non-regular programs and activities for adults, pre-schoolers, and others.	3	2.0	0.00
13	2.6	0.65	24. The school organizing programs and activities that brought together people of different age groups.	11	1.8	0.41
11	2.6	1.03	25. Regular school teachers serving as instructors in the non-regular school programs and activities for adults, pre-schoolers, and others.	10	2.0	0.47

APPENDIX XXVI (Cont'd)--Sikammba

Perceived Emphasis			EVENTS/ACTIVITIES	Adequacy		
N	$\overline{X}$.	SD		N	$\overline{X}$.	SD
11	2.5	0.82	26. School volunteer staff serving on committees and other administrative bodies of the school.	9	1.8	0.44
10	2.5	1.51	27. Other community members, apart from parents of regular students, participating in making decisions about implementation of subjects and courses to be taught in the regular school program.	9	1.8	0.44
12	2.4	0.67	28. Parents of regular school students participating in making decisions about non-regular school programs and activities for adults, pre-schoolers, and others.	12	1.4	0.52
11	2.4	0.92	29. Regular school students participating in making decisions about implementation of subjects and courses to be taught in the regular school program.	10	1.7	0.48
11	2.3	0.91	30. School support staff serving on committees and other administrative bodies of the school.	11	1.6	0.51
11	2.3	1.10	31. The school organizing educational, cultural, recreational, and social activities for community members (other than regular students) from 8:00 a.m. to 4:00 p.m. during the weekdays, IN COMMUNITY FACILITIES (other than the school).	11	2.0	0.45
9	2.3	1.23	32. Instructors of non-regular school programs and activities participating in making decisions about non-regular school programs and activities for adults, pre-schoolers, and others.	7	1.7	0.49
12	2.3	1.49	33. The school facilities being made available to community members, other than regular students, from 8:00 a.m. to 4:00 p.m. during the weekdays, for educational, cultural, recreational, and social purposes.	12	1.8	0.39
10	2.2	0.63	34. Regular school teachers participating in making decisions about non-regular school programs and activities for adults, pre-schoolers, and others.	6	1.8	0.41
6	2.2	0.75	35. Instructors of non-regular school programs and activities serving on committees and other administrative bodies of the school.	3	2.0	0.00
10	2.2	0.79	36. Other community members, apart from parents of regular students, serving on committees and other administrative bodies of the school.	10	1.5	0.53
12	2.2	1.03	37. Regular school students engaging in work experience programs in the community.	9	1.7	0.50
12	2.2	1.03	38. Regular school students participating in making decisions about non-regular school programs and activities for adults, pre-schoolers, and others.	8	1.6	0.52
9	2.1	0.93	39. School volunteer staff participating in making decisions about non-regular school programs and activities for adults, pre-schoolers, and others.	7	1.6	0.54

APPENDIX XXVI (Cont'd)--Sikammba

Perceived Emphasis N	Perceived Emphasis $\overline{X}$.	Perceived Emphasis SD	EVENTS/ACTIVITIES	Adequacy N	Adequacy $\overline{X}$.	Adequacy SD
11	2.1	0.94	40. School support staff participating in making decisions about non-regular school programs and activities for adults, pre-schoolers, and others.	8	1.8	0.46
8	2.1	0.99	41. Other community agencies participating in making decisions about implementation of subjects and courses to be taught in the regular school program.	6	2.0	0.00
8	2.1	1.25	42. Other community members, apart from parents of regular students, participating in making decisions about non-regular programs and activities for adults, pre-schoolers, and others.	8	1.6	0.52
7	2.0	0.58	43. Community agencies being represented on committees and other administrative bodies of the school.	5	1.6	0.55
11	2.0	0.63	44. The school organizing programs and activities for pre-schoolers.	9	1.6	0.53
11	2.0	1.45	45. School support staff participating in making decisions about implementation of subjects and courses to be taught in the regular school program.	10	1.9	0.32
11	1.8	0.75	46. The school organizing programs and activities for adults, other than senior citizens.	10	1.6	0.52
9	1.8	0.83	47. The school serving as a co-ordinating agency for all social service agencies speaking in the community.	5	1.8	0.45
4	1.8	0.96	48. Adult students and clients participating in making decisions about implementation of subjects and courses to be taught in the regular school program.	3	2.0	0.00
10	1.8	1.03	49. School volunteer staff participating in making decisions about implementation of subjects and courses to be taught in the regular school program.	8	1.9	0.35
10	1.7	1.06	50. Instructors of non-regular school programs and activities participating in making decisions about subjects and courses to be taught in the regular school program.	9	1.9	0.33
11	1.6	0.51	51. The school organizing programs and activities for senior citizens.	10	1.1	0.32
5	1.6	0.55	52. Adult students and clients serving on committees and other administrative bodies of the school.	3	2.0	0.00

APPENDIX XXVII

GRADE B VANDALISM UNIT--SIKAMMBA COMMUNITY SCHOOL

(COPY)

BASIS

-This topic lends itself well to the curriculum.
-Grade B students are a good age group for such a topic.
-The classes are interested.
-We could provide a service to the community by covering the Vandalism topic.

OVERARCHING QUESTIONS

-What will we do?
-Who will help us?
-Do we have materials and resources?
-How long will the unit be?
-When will we implement the unit?

WEBBING

-How can we tie the topic into the curriculum?
-We will brainstorm to see how we can use this theme.

RESOURCES

-R.C.M.P. (Royal Canadian Mounted Police)
    Guest Speakers and Information Resource.
    Metropolitan City Police
    Security
-School Board Office
    For information on school vandalism costs.
-The Suburban City
    Parks and Recreation
-Ourselves
    Our own interest, skill and knowledge.
-Students Bring what they already know.
-Suburban City Public Library
-Alberta Teachers' Association for School Statistics
-C.N.C.P. Railways
-Social Worker
-Victims in the community
-Science books, magazines on burglary prevention units

Films

-MP 666	It's a Dog's Life--Vandalism (12 minutes)
-MP 461	The Greenhouse (10 minutes)
-MP 343	Just for the Fun of It (May contain strong visuals) (22 minutes)
-MP 3439	Let's Find Something Better to Do (Music) (17 minutes)
-MP 3166	Taking Care of Your School Building (15 minutes)
-MP 3187	Why We Take Care of Property (Planet of the Tickelbops) (12 mins)

SPECIAL EVENTS

-Construct a community newsletter and distribute to the Sikammba area etc., discussing vandalism, costs, etc.

-A follow through project where we would "fix up" something that has been vandalized.
-A litter "pick-up" project, for our community.

RELATIONSHIP TO CURRICULUM

Language:
-Write newspaper reports on vandalism.
-Interview police, R.C.M.P., victims.
-Take pictures of vandalism, make a slide "awareness" show.
-Creative writing as a victim, as a vandal.
-Reading information and stories.
-Viewing films and discussing information learned.
-Writing reports.
-Writing in newsletters to community.

Science:
-Constructing an "Early Warning System" device (using electricity unit).
-Study the R.C.M.P. and Police Home Identification Program.

Social Studies:
-Value issues such as effective citizenship, social issues of public concern.
-Community Awareness Program--in writing the newsletters to the community.
-R.C.M.P. guest speakers.

Phy. Ed:
-Exercise in delivering the community newsletter.

Mathematics:
-Study statistics on Vandalism in Suburban City.
-Construct line and bar graphs to study and compare costs.
-Interview store managers to find direct costs or percentage of profits lost to stores by theft and vandalism. Investigate how these costs are compensated (charged to consumers).

Health:
-Mental health--interview a victim. Obtain statistics and discuss how this affects our health.
-Look at how and why people vandalize.

Music:
-Teach song which accompanies the film MP 3439. "Let's Find Something Better to Do."

French:
-Teach vocabulary, words relating to vandalism, in French.
-Try to write a very simple story about vandalism in French.

Art:
-Possibly posters to help prevent vandalism.

OPPORTUNITIES FOR PERSONAL AND SOCIAL GROWTH

We feel there are many opportunities for the students to grow, both personally and socially, in studying the topic of VANDALISM. We hope, by covering such a topic at this particular age group, we will help to "discourage" vandalism in our community.

APPENDIX XXVIII

PARENT INVOLVEMENT PROGRAM--SIKAMMBA COMMUNITY SCHOOL

PARENT INVOLVEMENT PROGRAM

Please check the area(s) in which you would be willing to offer your services:

A.

	MOTHER	FATHER	BOTH		MOTHER	FATHER	BOTH
Photo-Copying				Hog Dog Day - Thursdays			
Chaperone Dances				Library			
Field Trips - Assisting				Baking			
Elementary - Cut & Paste				Sewing			
Coaching/Assist Sports				Bulletin Boards			
Typing - Home				Concessions			
Typing - School				Tutoring Students			
Help With Special Event Days				Parent Advisory			

OTHER: ______

FATHER'S NAME: ______ MOTHER'S NAME: ______

HOME #: ______ HOME #: ______

WORK #: ______ WORK #: ______

STUDENTS ATTENDING THIS SCHOOL:

NAME: ______ CLASS: ______ ROOM #: ______

B. I would be available on an occasional basis (please specify) ______

I would be available on a regular basis (please specify below) ______

I would not be able to volunteer ______

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A.M.					
P.M.					

NOTE: For further information on volunteer programs in the school, please contact our Community School Coordinator or Community School Secretary.

APPENDIX XXIX

SIKAMMBA COMMUNITY SCHOOL
PARENT VOLUNTEER REQUEST FORM

(COPY)

TEACHER'S NAME:____

GRADE: ________________DATE:______________________________

NUMBER OF VOLUNTEERS REQUIRED:____________________________

TYPE OF WORK INVOLVED (Be Specific) ___________________________

____

____

____

____

____

____

NUMBER OF HOURS REQUIRED: ________________________________

DATES REQUIRED: ____

____

- -

FOR OFFICE USE

____

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____

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